

# ECKERD COLLEGE

ST. PETERSBURG, FLORIDA 33733



1978-79 CATALOG

## **CONTENTS**

### **Page**

Introduction .....	1
Commitments of Eckerd College .....	2
Academic Program .....	5
Descriptions of Courses and Majors	
Fall Term and Spring Term .....	17
Autumn Term .....	79
Winter Term .....	81
Campus and Student Life .....	88
Admission .....	92
Financial Aid .....	94
Expenses .....	97
Faculty .....	98
Administration .....	100
Board of Trustees .....	101
Index .....	102
Calendar of Events .....	106





## ECKERD COLLEGE

### AN INTRODUCTION

Eckerd College, a coeducational college of the liberal arts and sciences, awards the Bachelor of Arts and Bachelor of Science degrees. Related by covenant to the Presbyterian Church, U.S. and the United Presbyterian Church, U.S.A., we have earned full accreditation by the Southern Association of Schools and Colleges. Our campus is located on 281 acres of beautiful, tropical waterfront property in a suburban area of St. Petersburg, Florida.

Founded in 1958 as Florida Presbyterian College, we admitted our first students in 1960. In 1972 the college's name was changed to honor Jack M. Eckerd, a prominent Florida civic leader and businessman whose gifts and commitments to the institution have helped to insure its continuing excellence. More than 2,300 graduates are seeking to lead lives of leadership and service in communities throughout the world.





# ECKERD COLLEGE

## ITS COMMITMENTS AND DISTINCTIVE CHARACTERISTICS

This catalog is designed to give you a comprehensive picture of the learning opportunities available at Eckerd College. We are proud of what we have achieved in a short time, and welcome you to join us in an exciting and continuing educational adventure. As you read this document,

you should be aware of certain basic commitments which have guided our history and planning. These commitments and our efforts to achieve them have enabled us to be distinctive among the 3,000 colleges and universities in the United States.

### THE COMMITMENT TO INDIVIDUAL DEVELOPMENT

The major purpose of our educational program is to foster the development and expression of the unique potential of each student. We seek to prepare students for the basic responsibilities of life, and especially for lives of competent and humane leadership and service in the modern world. We expend a great deal of energy delivering a quality academic program, but we recognize that individuals are more than "minds." We are vitally concerned with the development of whole persons, and work hard to encourage the

intellectual, spiritual, cultural, social and physical growth of each student. While education is a life-long process, the Eckerd experience is designed to assist each student to be free from the limitations imposed by ignorance, narrowness, conformity, self-centeredness, and social and political irresponsibility. Our aims are to help individuals achieve excellence in thought, creative activity, and conduct; and to spark the imagination about future possibilities for the human condition.

## **THE COMMITMENT TO CHRISTIAN VALUES**

Eckerd College seeks to combine the Christian faith and liberal education in a viable, creative relationship. We believe that as a Christian college we are better able to achieve the fundamental goal of individual development than any other type of college or university. To give focus to our Christian commitments, we maintain an active covenant relationship with the Presbyterian Church, U.S. and the United Presbyterian Church, U.S.A. However, the college community is not narrowly sectarian. It includes, among its faculty, students and staff, individuals of many denominations, faiths and philosophies.

As a church-related college community, we seek to give the Christian faith a full and complete hearing in a setting where students are free to accept or reject it, but not ignore it. Confident in the belief that all truth is of God, we seek to develop an atmosphere of free and open inquiry into all aspects of knowledge and faith. By example, study and confrontation, we encourage each student to develop moral clarity and seriousness. Our aim is to assist students to clarify their beliefs, assess their value priorities, and learn to act responsibly on the basis of their convictions.

## **THE COMMITMENT OF FACULTY TO STUDENTS**

The relatively small size of the Eckerd student body allows numerous opportunities for close and meaningful personal relationships between students and faculty. Each Eckerd student has a faculty academic adviser. But it is significant that we refer to our advisers as "Mentors." Our faculty is expected and even specially trained to facilitate the total growth of students. The Mentors are concerned human beings who are readily available to help students deal with the difficult questions, uncertainties and pressures which accompany growth during college years.

Because the faculty is committed to the primary importance of teaching, we have developed a solid reputation for excellence in the teaching of undergraduates. While Eckerd College professors are engaged in productive scholarship and creativity, these activities are designed to provide solid bases for teaching excellence and intellectual stimulation. Our aim is to provide those teaching and learning opportunities which foster individual growth and build lasting friendships. We are certain that learning occurs best in an environment which is rigorous, supportive and caring.

## **THE COMMITMENT TO GENERAL EDUCATION**

While Eckerd College is committed to helping students develop competence in a specific major or field of study, we are equally committed to general education. Our approach to general education has focused upon those skills, perspectives and habits of mind which are likely to increase the quality and usefulness of the lives which our students will lead in the future.

Through our program, we emphasize values and *interdisciplinary* study. We hope to encourage in students a better understanding of themselves, their relationships to the world of nature, and the social problems and prospects which they share with others. Students are guided and encouraged to experience directly the variety of ways in which knowledge is gained and creativity is fostered. We involve students in careful inquiry into the intellectual riches of various heritages, and in direct encounter with cultures other than their own, both through courses on campus and programs in other countries.

In addition to the broadening and liberating purposes of our general education program, it is designed to provide a basic foundation for all future learning. Emphasis is placed upon learning *how to learn* and *how to communicate* effectively what has been learned. Our aims are to help students experience a love for learning, to assume increased responsibility for their own growth, and to master the skills necessary to understand and deal with a rapidly changing and increasingly complex world society.

## **THE COMMITMENT TO THE INTEGRATION OF LIBERAL ARTS AND CAREER PREPARATION**

Our commitment to individual development includes a genuine concern about helping students prepare themselves to *do* something with their lives in the larger world. Through more than 30 formal majors and pre-professional programs, opportunities are available to develop the skills, knowledge and attitudes necessary for the world of work. In addition, through independent study and individually designed areas of concentration, we encourage students to supplement and adapt the formal curriculum in ways which are uniquely related to their personal interests and aspirations.

We recognize that significant learning can occur in a variety of settings. Participation in intern-



ships, job placements, and other off-campus learning experiences both in this country and abroad enables students to integrate theory and practice, and helps them to clarify the values and career choices which they face. Because we are committed to an active, participatory educational process, faculty engage students in the learning of science, theatre, management and other disciplines by *doing*. Our aim is to provide quality instruction and programs to assist each student to become a self-directed, competent, humane person and citizen, who is capable of making his or her mark upon the future course of society.

## THE COMMITMENT TO HUMAN RELATIONSHIPS IN COMMUNITY

There is a rich diversity among Eckerd College students which is educationally desirable. Students come to campus from more than 40 states and 30 foreign countries. They enroll from urban, suburban and rural areas; from developed and developing countries; and from a great variety of cultural, ethnic and religious backgrounds. The cosmopolitan nature of the Eckerd campus enriches the total educational experience as students learn from each other.

Building upon this diversity, we share a sense of community based upon mutual objectives, concerns and experiences. Academic interests provide the roots for a sense of community, which is enhanced by worship experiences, student activities, athletic events, concerts, lectures and

other opportunities in which we participate together. Since most of our students reside on campus, they have the enriched experiences which occur when people are learning both how to learn and how to live together.

Our emphasis upon cooperation and shared decision-making means that all segments of the college community work together to create and maintain a valuable climate of learning. We believe strongly that students, faculty and administrators should work cooperatively to see that our total educational thrust fulfills the needs and enriches the lives of our students.

## THE COMMITMENT TO BE A PACE-SETTING INSTITUTION

Eckerd College has attempted to be experimental and flexible in its approach to higher education. We have pioneered new programs designed to deal directly with the problems which frequently confront college students. We have shown the will to improve education, and the vision and courage to take steps which we believe will facilitate the growth of students. Within the context of our aims and objectives as a church-related college of the liberal arts and sciences, we are continuing to seek dynamic new ways of achieving our historic purposes and commitments in the future. We warmly welcome new members to our community to work with us in this exciting and challenging effort.





## THE ACADEMIC PROGRAM AT ECKERD

Since 1960, when Eckerd College (then known as Florida Presbyterian College) opened its doors, it has earned a reputation for heading in new directions as an institution — and for opening new opportunities for learning. Eckerd recently was rated in the top 10 percent of American colleges and universities.

The college looks for superior methods of educating its students, not just to be different, but to offer a more rewarding academic experience and a more useful education.

Each innovation is tested to prove that it is superior to more traditional methods of education before it becomes part of the academic program. For example, you have probably come

across such expressions as "4-1-4," "winterim," "miniterm," "interim," or "winter term." (All of them mean essentially the same thing: separating the two terms of an academic year with a one-month period of independent study.) The winter term is an Eckerd concept. This innovation was created and tested first on the Eckerd College campus; then other colleges found it so exciting that they adopted it.

Since the creation of the winter term in 1960, Eckerd has discovered and implemented even more innovative ways of teaching. Perhaps the best way of providing you with an understanding of the Eckerd experience is to take you on a "verbal tour" of the academic program.



## THE MENTOR

Shortly after you have been accepted as an Eckerd student, you will receive material about selection of a Mentor. The original Mentor was the guide and companion of Odysseus. As you are, in a sense, embarking on your own odyssey, it is fitting that you have your own Mentor.

Throughout your career at Eckerd, you will have continuing support and counsel from a faculty Mentor, who is more than the conventional faculty adviser. Mentors are faculty members who have been specially trained to help you in your academic program, career planning, and personal growth. You choose your own Mentor before you enter Eckerd, from a descriptive list of Mentors and projects. In your Freshman year you will take at least one course from your Mentor, and together you will work out the rest of your academic program for the first academic year.

When you become an upperclass student, you will choose a new Mentor — a specialist in your area of academic concentration. The two of you will continue to plan your academic program, including independent and directed studies, internships, off-campus programs, work experience, career planning, foreign study, and the many other options that Eckerd offers.

## THE AUTUMN TERM

You will start your Eckerd experience in the latter part of August, when you enroll for autumn term. The traditional phrase for this experience is "Freshman orientation" — but autumn term is deeper, wider, longer, and much more significant. Autumn term lasts three weeks. It is designed for Freshmen only, and provides an intensive foretaste of college living and college academic work.

During autumn term you will take one academic project, for credit, from your Mentor. This project is stimulating in content, teaches basic academic skills, and focuses on the interdisciplinary nature of learning. The course will give you a clear idea of what is expected of you at Eckerd.

You will learn about living in the college community from the student Resident Adviser in your dormitory, who is on hand during autumn term to help you make the transition into college life. By the time the upperclass students return in September, you will be well established in campus life.

## THE MODULAR CALENDAR

In testing its winter term over a decade ago, Eckerd discovered that the traditional academic calendar (two semesters broken up by several short vacation periods and one long summer vacation) is not necessarily the best calendar for all subjects or students. Now Eckerd has adopted a pattern for the academic year that splits each semester into two seven-week modules, and adds almost a month of special projects for Freshmen (autumn term), while retaining winter term. Freshmen are not required to take winter term (January) because they have completed autumn term.

During the three-week autumn term and the four-week winter term, you will take only one academic project. In each of the fall and spring terms, most students take four courses. These courses may be one semester long (14 weeks), or one module (7 weeks), or some combination of the two. More than half of Eckerd's courses are offered on a full semester basis. Others, in which the subject matter is better suited to the shorter period, are offered in the intensive seven-week modules.

The modular calendar also provides more points of entry in the academic schedule. You may want to take some time for independent study, foreign study, an off-campus project, work experience, or to replenish your finances. The Eckerd program gives you a choice of time spans in which to do so: the month-long winter term, the seven-week module, the 14-week term, or the entire academic year.



## THE VALUES SEQUENCE

In each of your four years at Eckerd, you will participate in the Values Sequence, an essential part of education at Eckerd because the knowledge and understanding you acquire in these courses will be an essential part of you for the rest of your life. These are the *only* courses required of *all* students at Eckerd, so you have many opportunities to select your own subjects.

The Values Sequence is an expression of our belief that one must educate the whole person, and that professional, career-oriented education is deficient unless it is placed within a wider context of thought. Values Sequence courses consist of lectures, small discussion groups, seminars, and individual study of written work. The series concentrates on helping you to understand yourself and your beliefs, and the beliefs of other cultures, so that you can learn how to evaluate critical issues of the day and formulate your own value system, or philosophy, to live by. We feel that this is essential to the development of a truly educated mind as well as to a happy, productive life.

In your Freshman year, you will take Values Seminars that explore the Judeo-Christian tradition and examine the questions of the contemporary world in the light of this tradition. As a Sophomore, you will choose from courses that concentrate on cultures other than your own: African, East Asian, European, and Latin American. Your Junior and Senior seminars will explore some of the values questions within your field of specialization and related fields of inquiry, and help you to understand current events.



## MODES OF LEARNING

Eckerd spends an extraordinary amount of time teaching you how to learn, for regardless of what your life's work may be, you will advance further and faster if you know the fundamentals of learning itself. By the end of your Sophomore year, you are required to complete two Modes of Learning courses, one from each of two collegia.

There is good reason for this requirement. These courses teach you the skills you will need to assimilate more advanced work. You will learn how to think — analyze, synthesize, evaluate. You will learn how to get the most out of independent study and the various off-campus experiences you can elect in your last three years. You will sharpen your communication skills, oral and written, so you can articulate what you have learned. The Modes of Learning classes also are open to upperclass students who wish to review these skills or who wish to cross over into collegia other than that of their major field of interest.

## WINTER TERM

Winter term is a special four-week period in January which emphasizes independent study. You may enroll in projects designed by professors, or design your own and obtain the sponsorship of a professor. Most winter term projects are related to a central theme or themes, such as the environment, nutrition, the 21st century, our American neighbors, and Florida.

All winter term projects must have academic merit and are judged by rigorous standards. A typical project requires you to select a subject, gather information, organize it, and present it as a paper, a short story, a painting, a performance, or a piece of equipment. Freshmen may take a winter term in addition to autumn term, and substitute that winter term for one of the 32 courses required for graduation. The winter term project for Juniors is ordinarily in their major or area of concentration.

Many colleges have followed Eckerd College's example in adopting a winter term program, making it possible to exchange students and to increase the range of projects offered. Eckerd College also cooperates with other 4-1-4 colleges in sponsoring winter term projects abroad or in major cities and interesting locations in the United States. Many winter term projects include as much as eight contact hours per week, which meets the Veteran's Administration standards for full tuition benefits.



## THE COLLEGIUM CONCEPT

During the past few years, educators have become aware that the traditional division of learning into academic "departments" is not necessarily the best or the only way to give structure to the educational process. Newly popular among colleges is the interdisciplinary major, in which the student combines courses from two or more departments to form an individual academic program. At Eckerd, we have established interdisciplinary "collegia," which encourage new combinations of studies and demonstrate the interrelatedness of knowledge.

The word "collegium" goes back to medieval days, when it meant a fellowship of equals (i.e., persons communicating without artificial obstacles to discourse) pursuing a common objective (which in Eckerd's case is learning). The word vividly describes what we're trying to do: to bring you (the student) together with a highly knowledgeable person (the professor) in an atmosphere where you are not restrained from debating freely, challenging one another's viewpoints, learning together.

In a collegium, subjects are grouped according to the intellectual discipline required to master them. You learn mathematics and physics in similar ways, for example; but you learn dance differently, and a foreign language in still another way.

Each Eckerd faculty member chooses to affiliate with a particular collegium, depending upon his approach to his subject. You will do the same. At the end of your Freshman year you will focus upon a major or area of concentration and the collegium which best suits your perception of that study.

Of course, your concentration does not have to lie in a single field, such as history or biology. You can create your own concentration by combining those studies that will help you achieve your career or professional goal. For example, if you wish to become an environmental economist, you can combine economics and biology, thus creating your own concentration to fit your own goal. The collegium concept makes this interdisciplinary approach to learning a natural one that is easy to accomplish.

Eckerd sees the members of a collegium — students and faculty alike — as partners in learning. Professors bring high expectation to the learning process; students are expected to become independent learners and researchers, able to take maximum advantage of their professors' strong qualifications. Each collegium has its own decision-making group, composed of professors and students, which gives students an important voice in the academic decisions of the college.

## THE FOUNDATIONS COLLEGIUM

As a Freshman, you will enter Eckerd College as a member of the Foundations Collegium. This program differs from the other collegia. It is devoted to learning how to accomplish independent, self-motivated study and thought at the college level, acquiring the background to understand humanity's search for values and meaning, learning the principal modes in which the mind does its work, exploring various disciplines, and making a sound beginning in your own disciplines, if you have already identified your goals. The Foundations Collegium is composed of three elements:

**Foundations Seminars.** These are the first-year components of the Values Sequence, and they will be taught by your Mentor. "Inquiry and Human Nature" in the fall term examines man in time and space, man in relationship with nature, man as a socio-political creature, and man as a symbol maker. "Values and the Search for Spirit" in the spring term explores man's need throughout history to understand the transcendent, spiritual dimensions of his existence. In both seminars, you will be encouraged to plan your own approaches and to think your way through to your own conclusions.

**Modes of Learning.** These courses have one primary purpose: to sharpen your learning capability in a specific field of study. You become proficient not only in a subject but also in the method or mode by which it is understood. For example, "Visual Problem Solving" gives you a systematic approach to working in the visual arts. There are 31 Modes of Learning courses divided among the five collegia. As a Freshman, you may take any two from different collegia.

In addition to their other purposes, the Foundations Seminars and Modes of Learning courses share the responsibility for encouraging the learning of college-level communications and study skills. Should you need or want further help, Eckerd maintains a Writing Center which offers faculty assistance in reading and writing as well as individual tutoring.

At the end of your Freshman year, you probably will leave the Foundations Collegium and choose an upperclass collegium and a Mentor related to your individual needs and interests. But if you still aren't quite sure of what your collegium or your concentration of study should be, Eckerd provides a special group of faculty Mentors, assisted by peer counselors (Seniors) and supported by the whole Career Counseling program, to help you to find direction while you take an academic program that will enable you to

move into any of the five collegia by the time you are a Junior.

## THE UPPER DIVISION COLLEGIA

### THE COLLEGIUM OF BEHAVIORAL SCIENCE

Members of the Behavioral Science Collegium feel that the urgent problems of today — racism, environmental pollution, overpopulation, world hunger and crime — are problems of human behavior. Therefore, there is much to be gained by developing methodological and conceptual tools to better understand both individual and collective behavior. Students will take Modes of Learning courses in psychology or sociology as well as a course in statistical methods. In addition, courses are available in the fields of economics, sociology, psychology, management, community studies, anthropology, political science, community studies, and business administration.

### THE COLLEGIUM OF COMPARATIVE CULTURES

The Collegium of Comparative Cultures seeks to promote an understanding of the breadth of man's cultural achievements through languages, area studies, and related disciplines. The collegium serves as both a window and a gateway to the cultures of the world: a window for those who learn in the classroom from professors who have lived and studied in other cultures; a gateway for those who wish to visit these cultures after preparatory study on campus. Language study in French, German, Spanish, or Russian can be integrated into a major program, an interdisciplinary concentration with another discipline (such as management, political science, or comparative literature), or it may simply serve to round out a student's liberal arts program. Some students prefer to plan their studies around a particular area of the world like Latin America or East Asia. In such cases, the International Education Office gives assistance in planning appropriate study-abroad experiences. The TESL major program (Teaching of English as a Second Language) encourages students to get overseas teaching experience through a college-run program in Bogota, Colombia, or in some other language area of their choice. Comparative Cultures graduates have chosen careers in teaching, interpreting, foreign service, religious vocations, or international business.



## **THE COLLEGIUM OF CREATIVE ARTS**

The Creative Arts Collegium is dedicated to assisting the development of the creative nature in each person. Freedom with responsibility is found to be vital in the creative person and this is placed in high priority in the Creative Arts Collegium. The Collegium has a human development section composed of psychology, human resources, leisure and recreation, and education. Also included in the Creative Arts Collegium are programs of art, music, theatre and dance, and writers' workshop. Students will be encouraged to design interdisciplinary majors, to undertake independent work, to apply knowledge in the community, and to make education exciting, viable and enjoyable.

## **THE COLLEGIUM OF LETTERS**

The Collegium of Letters is composed of students and faculty who have in common an interest in human beings, past and present — their history, literary and artistic products, religious commitments, political involvements, and philosophical groupings. The study of who we are by looking at what we are doing and the works and institutions created by our predecessors provides the relevance, vitality, and excitement of our program. This humane interest has value in and of itself. In addition, it provides a fundamental background for a wide variety of futures — vocational or through professional and graduate schools — as the experience of our graduates attests.

## **THE COLLEGIUM OF NATURAL SCIENCES**

The Collegium of Natural Sciences brings together biologists, chemists, environmentalists, earth scientists, marine scientists, mathematicians, physicists, and those interested in the health professions, including medicine, veterinary medicine, dentistry and medical technology.

The major emphasis of the Collegium is on the development of the skills of observation, experimental design, problem-solving, research and the study of the principles and concepts that are necessary to successful scientific investigation. The programs in the natural sciences are geared to provide students with information and techniques that can be applied to the problems of a changing society.

## **PRE-PROFESSIONAL PROGRAMS**

Eckerd College regards liberal arts education as essential to thorough professional training and unites a broad freedom of student choice with

course offerings designed to qualify students for graduate education in a number of fields, for law and medical school, medical technology, the ministry, engineering, elementary and secondary education, management, business administration, teaching of English as a second language, and selected human resources and community professions.

The Eckerd approach is that pre-professional training shall be obtained through intensively supervised internship rather than by professional and pre-professional courses that tend to limit the scope and quality of liberal arts education. Discussion of the teacher education program, immediately following, exemplifies the application of this principle. Students in management take certain specialized courses, such as accounting, and prepare themselves through internships carefully planned with the Mentor of the management program. Similarly, community professions such as human relations occupations involve a thorough liberal arts base, to which are added supervised field and employment experiences designed to the particular interest and need of the student.

## **TEACHER EDUCATION**

There are three programs of teacher education leading to a teacher certification — secondary, elementary, and early childhood. For **secondary certification**, a student must complete a major in a content area, an Introduction to Psychology course, and a series of six field-based Education experiences; five of these Education courses are taken in the second semester of the Senior year when career motivation is uppermost in the student's life. The **elementary certification** program includes an Eckerd College major in elementary education. The required and elective courses are chosen from a variety of disciplines, so that the major is attractively broad, liberal arts based, and practical. **Early childhood certification** is achieved by completing two courses in early childhood education in addition to the elementary education major. All three programs are approved by the State of Florida Department of Education and twenty-nine other states. For information about the policies and procedures for admission into the Teacher Education program, contact the Director of Teacher Education.

## **ENGINEERING AND APPLIED SCIENCE THE 3-2 PROGRAM**

The engineering and applied science program at Eckerd is designed for the student who is in-

terested in learning to solve society's technical problems. Career goals for these students include bio-medical, civil, mechanical, electrical, and chemical engineering along with research and applications in computer science, systems science, mathematics, and human affairs. The student applies to Eckerd for regular admissions and spends three years at Eckerd during which the curriculum should include calculus through differential equations, one year of chemistry, computer programming, one year of physics with calculus, and a demonstrated proficiency in English. Additionally the program must include a minimum of five courses in the humanities and social sciences, including three courses in one area with one of these at the Junior-Senior level.

Upon successful completion of the three-year portion of the program, and with the recommendation of Eckerd College, the student is admitted automatically to an engineering college with which Eckerd has a cooperative agreement. There the student spends two years completing the engineering requirements, after which the student receives degrees from both Eckerd and the engineering college. At present Eckerd cooperates in the 3-2 engineering program with Washington University (St. Louis). Scholarship aid is available on the basis of need and performance. Washington University offers mini-courses during winter term, and students are encouraged to take one of these as a Sophomore or Junior to assist in planning courses of study and career goals. The college is currently establishing cooperative agreements with other schools of engineering. A student in the pre-engineering program at Eckerd may also apply to schools of engineering with whom we have not made formal cooperative agreements.

## THE ECKERD COLLEGE LIBRARY

The purpose of the library is to support the educational aims of the college by providing those facilities, resources, and services which will enable the students to achieve their full potential. Located in the center of the campus, the library provides an open and free environment for study and general reading. Quiet study carrels and carpeted lounge areas are interspersed throughout the open stack collection on the main floor while the mezzanine reading lounge provides a favorite place for smokers. A typing room is available for students who do not have their own typewriters. An audio-visual area with ten self-instructional carrels is a popular place to listen to one of the growing number of cassettes available in the collection. Art works and exhibits create a stimulating atmosphere in which to work or relax.

The collection contains 110,000 volumes and 15,750 bound periodicals. There are 8,840 reels of periodicals on microfilm and a total of 38,000 items of audio-visual material.

## THE WRITING CENTER

The purpose of the Writing Center is to enhance the student's learning capacity by helping him or her to become more organized in investigating and more articulate in formulating ideas. Working closely with the Foundations Collegium, the staff and tutors of the Writing Center aid students who wish to improve vocabulary, reading speed and comprehension levels, writing skills and research competence. Assistance in such areas with an emphasis upon improving student writing is offered on an individual basis as well as in writing skills courses.

## SPECIAL ACADEMIC PROGRAMS

Although Eckerd College is an academic center, it doesn't confine you to an ivory tower. Much of your education may take place abroad or off-campus. Among the options from which you may select are:

### International Education

Eckerd College believes that a liberally educated person should be at home in other cultures, and we try to give every student the chance to study abroad as an integral part of education. The Eckerd London Center is permanently staffed and supervised by Eckerd faculty members; we have semester programs at the Santa Reparata Graphic Arts Center in Florence, at Coventry Cathedral in England, and we are also affiliated with the Institute for American Universities in France and the American College of Barcelona.

**Winter Term.** Eckerd's annual winter term offerings overseas each January are nationally recognized. Many students choose to take their winter term projects in London, and we also organize programs in locations such as Austria, Mexico, Crete, Ireland, Sweden, Italy, Jamaica, Russia, and Canada.

**Semester Abroad.** Varied locations and curricula provide semester opportunities for students in almost all areas of concentration. Programs are available in Florence (art), London, Bogota (TESL), Coventry, Aix-en-Provence or Avignon, and Barcelona.

The Office of International Education counsels with students in an effort to provide individuals with study abroad programs best suited to their particular academic needs.



## **Off-Campus Programs**

The modular schedule permits off-campus study for periods of one month (January), one module (seven weeks), one semester (14 weeks), and up to a full academic year. Students are encouraged to take advantage of programs and facilities not available at Eckerd through the off-campus program. It is possible to participate in group projects with a faculty leader or to contract independent studies of the student's own design. Group projects such as an archaeological dig in the southwest, study of Voodoo in New Orleans, government operations in Washington, D.C., or urban problems in Chicago are possible. Independent projects for individual students have been undertaken in industry, the Argonne Laboratories, marine research, and at an Indian reservation. The winter term, through cooperation with other schools having similar calendars, provides for specialized, intensive projects on other campuses throughout the United States.

The Off-Campus Programs office assists students in making arrangements, preparing contracts, and providing information and ideas related to various choices.

## **Career-Service Program**

A liberal arts education is no longer to be considered separate from the economic, social and political realities of life. With increasing insistency, employees and professional associations are asking career-minded students to relate fundamental education in liberal arts fields to long-range plans. Further, they stress the value of a solid liberal arts background for business or professional careers.

Woven into your academic program during your four years at Eckerd, but completely optional, is a program to help you examine your career and professional goals. The Career-Service Program offers one or more of a variety of experiences: one-to-one and group diagnostic career counseling to assist in making decisions which integrate academic programs, career planning, and general lifestyle; internship and field experience placements which involve unpaid work experiences of observation either with a professional person or in a special social environment; paid work experiences related to current academic studies and long-range career goals; discipline internships such as teacher education, community studies, leisure studies, or management; and placement services to assist you in finding part-time and summer employment while in school, but primarily to enable you to select either the appropriate post-graduate education or the vocational career that fits your personal aptitudes, desires, and objectives.

## **Summer Term**

The summer term is an eight-week term consisting of two four-week modules. Courses are available in Module A, Module B, and/or through the full eight-week summer term. A preliminary announcement of courses and fees is published in February; more detailed course descriptions are available in early March. Regularly enrolled Eckerd students, students enrolled and in good standing at other colleges and universities, and high school students who have completed their Sophomore year and present evidence (usually a recommendation from principal or counselor) of their ability to do introductory level college work, are eligible for admission. Summer term rates are slightly reduced from academic year tuition levels. Students entering Eckerd in the summer with the intention of becoming degree candidates must make formal application for admission to the Director of Admissions.

It is possible to enroll in three courses in summer term, one in Module A, one in Module B, and one through the duration of the eight-week term. Summer courses may replace courses missed during the academic year or accelerate graduation. Additional information about summer term courses may be secured from the Dean of Special Programs.

## **Program for Experienced Learners**

The Program for Experienced Learners is a degree-completion program designed to meet the needs of mature people who are able to assume major responsibility for their continuing education. It is limited to men and women more than twenty-five years old who provide evidence of an ability and interest in satisfying the degree requirements of the college even though they are not in a position to participate in the regular class-oriented instructional program on campus. The program has been approved by the Southern Association of Colleges and Schools and confers the same degrees which are awarded through the regular program.

The college makes provision for an initial assessment of prior learning which is creditable toward a degree. This credit may be based upon formal work already done in degree-granting institutions, upon career-oriented learning at a college level, upon specialized training of technical and cultural character, and upon knowledge acquired by personal effort. An analysis is made of individual intellectual interests and career goals on the strength of which a degree plan is developed.

In the satisfaction of degree requirements the Program for Experienced Learners relies primarily

upon directed study courses which have been designed by the faculty. For students who are able to work with very limited supervision these courses can be completed and credited at a fraction of the cost of regular courses. Other resources of the college in the form of regular classes, intensive special courses, and travel-study projects may be used to meet requirements, but these are somewhat more expensive to the student.

This program is designed especially to serve people whose career opportunities will be increased by having a college degree recognizing their continuing educational involvement, but any adults who are seeking a structure in which to expand their educational experience are encouraged to apply.

The regular college scholarship and grant-in-aid funds are not available for the Program for Experienced Learners. Tuition support through the Veterans Administration has been approved. Additional public and private scholarships and tuition remissions awarded directly to the student are applicable to the program. For more specific information about the PEL Program, interested students should write to: Director of PEL, Eckerd College, St. Petersburg, Florida 33733.

#### **Majors in Criminal Justice and Public Safety Administration**

Provision has been made through the Program for Experienced Learners for two majors which are not included in the offerings of the general, on-campus curriculum. These are in the areas of Criminal Justice and Public Safety Administration.

Each student majoring in Criminal Justice will develop a program including, in addition to general college requirements, a minimum of eight Criminal Justice courses, four of which are required. The required core courses are: The Critical Problems in Legal Sanctions and Social Controls, Overview of the Criminal Justice System, Elements of Criminal Law, and Introduction to Clinical and Counseling Psychology. The remaining four courses in the major area, necessary to satisfy the degree requirements, should be carefully chosen from the entire multi-disciplinary spectrum of Criminal Justice offerings to meet the student's individual interests and career plans. Individual study and/or special topic courses may also be approved in satisfaction of the non-core major requirements. At least two of the courses in the Criminal Justice area must be taken as intensive courses.

Each student majoring in Public Safety Administration will develop a program including, in addition

to general college requirements, a minimum of eight Public Safety Administration courses, four of which are required. The required core courses are: Labor Relations in the Public Sector, Public Safety Administration, The Managerial Enterprise, and Urban Political Systems. The remaining four courses in the major area necessary to satisfy the degree requirements should be carefully chosen from the entire multi-disciplinary spectrum of Public Safety Administration offerings to meet the student's individual interests and career plans. Individual study and/or special topic courses may also be approved in satisfaction of the non-core major requirements. At least two courses in the Public Safety area must be taken as intensive courses.

## **ACADEMIC POLICIES**

### **DEGREE REQUIREMENTS**

Unless modified in individual cases by action of the Educational Policy and Program Committee and the Provost, the following requirements must be fulfilled by all students in order to qualify for formal recommendation by the faculty for the Bachelor's degree:

- 1) The satisfactory completion of a minimum of 32 courses, plus an autumn term in the Freshman year and a winter term project in each subsequent year.
  - a) A Freshman may take a winter term in addition to autumn term, and substitute that winter term for one of the 32 courses.
  - b) One of the winter term projects, ordinarily in the Junior year, must be in the student's major or area of concentration.
  - c) The winter term project in the Senior year normally consists of the preparation for comprehensive examinations, theses or projects.
- 2) Modes of Learning: two courses from different collegia to be completed by the end of the Sophomore year.
- 3) Writing Competency, effective for all new students beginning with autumn term 1978: satisfactory performance on a writing proficiency exercise taken during the student's first term of enrollment, or satisfactory completion with grade of C or better in the final course of a sequence of writing skills courses.

- 4) The satisfactory completion of Values Sequence requirements as follows:
- a) Foundations: two seminars to be completed in the Freshman year, FVS 181 and 182.
- b) World View: two Area Studies courses to be completed by the end of the Junior year. Other courses (foreign language, semester abroad, etc., as approved by the Comparative Cultures Collegium) may be used to satisfy the World View requirement. U.S. Area Studies (CAS 188) fulfills the requirement for those students who (1) speak English only as a second language, and (2) have not resided in mainland United States for more than two years. Normally, this course will be taken during the student's first year of study.
- c) Upper Division Colloquia: four courses during the Junior and Senior years, one of which must be within the student's college.
- Students transferring to Eckerd as Sophomores are considered exempt from the Foundations and Modes of Learning requirements; students transferring as Juniors are also considered exempt from the World View requirements.
- 5) The completion of a major (from the list of 32 majors formally approved by the faculty), or an independently designed area of concentration. The area of concentration must be approved by three members of the faculty, with an approved study plan filed in the Registrar's office.
- 6) The satisfactory completion in the Senior year of a comprehensive examination, thesis, or creative project in the major or area of concentration.

In order to graduate from Eckerd College, a student must ordinarily spend at least two years, including the Senior year, at the college or in an approved off-campus program. Requests for ex-

## MAJORS AND AREAS OF CONCENTRATION

At Eckerd College efforts are made to tailor programs of study to the particular needs and interests of individual students. To help guide students with the selection of courses, the faculty has approved a number of disciplinary and interdisciplinary **majors**. In most cases, the faculty members associated with each major have pre-

A list of the faculty-approved majors follows.

**American Studies**

**Anthropology**

**Business Administration/Management**

**Biology**

**Chemistry**

**Comparative Literature**

**Creative Writing**

**Economics**

**Elementary and Early Childhood Education**

**Environmental Studies/Earth Sciences**

**French**

**German**

**History**

**Human Resources**

**Humanities**

Students desiring to design their own programs of study are encouraged to develop an individualized area of concentration in cooperation with their Mentors. The proposed plan of study must ultimately be approved and have identified

scribed minimum course requirements for the major. Brief descriptions of majors are included under each discipline heading in the course description section of this catalog. Students desiring more specific information about major programs should consult their Mentors, collegial chairmen and discipline coordinators.

**Literature**

**Management**

**Mathematics**

**Modern Languages**

**Music**

**Philosophy**

**Philosophy/Religion**

**Physics**

**Political Science**

**Psychology**

**Russian Studies**

**Religious Studies**

**Sociology**

**Spanish**

**Teaching English as a Second Language**

**Theatre**

**Visual Arts**

with it a specific committee of at least three faculty members. The approved study plan must be filed in the Registrar's office early in the Junior year.

ception, together with reasons, may be directed to the Provost.

## ACADEMIC CREDIT

Credit toward a degree is awarded for satisfactory course completion, independent study projects, directed study programs, academic work certified by another accredited degree-granting institution, and proficiency demonstrated by examination.

Ordinarily credit is earned by **course completion**. A normal full-time academic load is eight courses plus an autumn term in the Freshman year and eight courses plus a winter term project in each subsequent year.

Credit may be earned through **independent study** by students who exhibit both the self-discipline and mastery of the methodologies demanded by the subject matter selected by the student. An independent study project is designed by a student in consultation with the professor who is to supervise and evaluate the work. An academic contract, drawn in advance, specifies the subject and method of inquiry, the materials to be used, the purpose of the project, and the basis of evaluation and credit. Each contract must be approved by the Director of Independent Study. Independent study options are available for both on and off-campus opportunities. Contracts for these purposes are available from the Registrar.

Provision is also made for credit by **directed study**. Both independent study and directed study require advance planning by the instructor and student. While initiative rests with the student for design of independent study, in directed study the instructor is responsible for supplying a syllabus which defines the program. Directed study syllabi are available from the Registrar.

Credit is granted by **transfer** from accredited degree-granting institutions. A student entering Eckerd College should request that a transcript of work done in other institutions be sent to the Registrar. When the transcript has been evaluated, the applicant is notified of the credit accepted by transfer. Eckerd College students who wish to enroll for part of their programs at other institutions should have the approval in advance of their faculty-Mentors.

Credit for **demonstrated proficiency** is accorded when a student applies for it with the Registrar and successfully completes appropriate examinations. **College Level Examination Programs** are recognized for both advanced placement and academic credit. For more information on CLEP, see page 93.

The college recognizes that many experiences outside the classroom may contribute to a student's program. Internships, participation in community projects, and field experience may be accorded credit if closely coordinated with the student's academic program. Such experience ordinarily constitutes a part of a regular course or independent study project.

## EVALUATION AND RECORDS

The standard grading system of the college is A (Superior Work), B (Good Work), C (Satisfactory Work), D (Poor Work), and F (Unacceptable Work). All courses in which a grade of C or higher has been earned shall count toward fulfilling degree requirements. A course in which a D grade is earned may fulfill degree requirements only when a grade of B or higher is earned in another full course.

A Credit/No Credit grading option is available in each course/project for students who are at least second semester Freshmen. Students desiring this grading option must petition for the approval of the course instructor, the Mentor, and the Educational Policies and Procedures Committee. Petitions must be submitted prior to the beginning of a term. Grades of Credit and No Credit cannot be subsequently changed to letter grades.

A grade of I (Incomplete) indicates that some portion of the course remains unfinished because of illness or for some other reason beyond the student's control. If not completed within a year from the date on which it was incurred, an Incomplete becomes an F.

In case of formal withdrawal before the middle of a module/term, a grade of W is recorded. If withdrawal occurs between the midpoint and the beginning of the last week of classes, a grade of WP is recorded if work completed has been of passing quality, or WF if work completed has not been of passing quality. Students may not withdraw from classes after the beginning of the last week.

All grades are reported to students and entered on the official records of the college. Grades of F or I will not be removed from the transcript. A notation will be recorded at the bottom of the transcript of any substitute grade earned.



## SCHOLARSHIP REQUIREMENTS

At the close of each semester, the Academic Review Committee analyzes the progress of every student who has failed a course. Mentors, professors, and student personnel advisors may be consulted. If, in the judgment of the Committee, the cumulative record is unsatisfactory, appropriate action is taken by the Committee. A student who has accumulated more than one F is placed in one of the following categories: Probation - two or three accumulated Failures; Subject to Dismissal - four accumulated Failures; Dismissal - more than four accumulated Failures. A student who has been dismissed for academic reasons will be ineligible to register at Eckerd College for at least one semester after the date of suspension. To apply for reinstatement after the dismissal, a student shall apply for readmission through the Admissions office.

## HONORS AT GRADUATION

Eckerd College awards diplomas with honors to a few students in each graduating class. Criteria are entirely academic and include performance in courses, independent study and research, and on the comprehensive examination, thesis or project. Accomplishment in the complete college program is honored rather than in a major, concentration, or discipline alone.

Nomination for honors is the responsibility of the chairmen of the collegia, advised by faculty members related to the nominee's concentration. Honors are conferred upon recommendation of a committee of three faculty members. The awarding of honors is announced at the graduation ceremony.

## REGISTRATION

Registration dates are listed in the calendar at the back of this catalog. Upon completion of procedures as outlined in registration materials, the student's registration is approved by the business office and the Registrar. Students who register late will be charged a \$10.00 fee. Proof of payment must accompany the registration.

All courses for which the student wishes to register for credit must be listed on the official registration form. The student is responsible for every course listed and can receive no credit for courses not listed on this form. After registration day, official changes in study lists may be made only through official drop/add cards approved by the instructors whose courses are involved. Unless a course is officially dropped, a grade of F will be incurred. No course may be

added after the drop/add deadlines which are printed in the calendar in the back of this catalog.

## AUDITORS

Any regularly registered full-time student may audit a course without fee, subject to permission of the instructor. Part-time students or students not registered for credit may attend courses as auditors subject to formal permission of the instructor and payment of an auditor's fee of \$100. Entry is made on the student's permanent record concerning audited classes. A course taken for audit may be changed to credit with the instructor's permission, if the change is filed with the Registrar before the last week of the class.

## MEANING OF LETTERS AND NUMBERS

Courses are designated by **three letters**, followed by **three numerals**.

1. The **first letter** indicates the collegium through which the course is offered. A-Creative Arts; L-Letters; C-Comparative Cultures; B-Behavioral Science; N-Natural Sciences; F-Foundations.
2. The **second two letters** indicate the discipline. The letters VS indicate that the course is part of the Values Sequence. The letters CM indicate a collegial course. The letters AS indicate that the course is an Area Study. The letters WT indicate a winter term project.
3. The **first digit** of the three numbers indicates the level of the course: 1 and 2 indicate a course at the Freshman or Sophomore level; 3 and 4 indicate a course at the Junior or Senior level.
4. The **second and third digits** are used at the discretion of the collegium, with the following exceptions: **second digit**:  
1 indicates a Modes of Learning course;  
5 indicates a directed study;  
9 indicates an independent study.

Opportunities for **independent study** are available in all collegia. Independent study contracts are negotiated between the student and the faculty sponsor. Independent study contract forms are available in the Registrar's office.

**Directed studies** are listed in this catalog. Copies of directed studies are available in the Registrar's office.

**Values Sequence** courses are limited to 25 students per instructor.

# DESCRIPTIONS OF COURSES AND MAJORS

Alphabetically by Discipline

## AMERICAN STUDIES

The student's program, developed in consultation with the Mentor, should form a consistent pattern of courses in American culture, chosen from such fields as history, political science, literature, philosophy, religion, art, economics, and sociology. The program will include a minimum of ten courses, with five or six from one discipline, and at least three from a second discipline. Six of the ten courses must be beyond the introductory level.

## ANTHROPOLOGY

The major in anthropology is designed to help students acquire the basic perspective and understandings of the field, as well as proficiency in applying the anthropological viewpoint to the world in which they live. Requirements for the major include successful completion of five core courses: Introduction to Anthropology, Research Methodology, Anthropological Theory, Physical Anthropology, Senior Seminar; successful completion of four other courses and one winter term in anthropology. Students who intend to pursue graduate studies in anthropology are strongly advised to take course work in the areas of statistics, language studies, history, sociology and psychology. Independent and directed study courses in various areas of anthropology are normally available each academic year. Anthropology majors are strongly encouraged to participate in one or more overseas study experiences during their four years at Eckerd.

### CAN 201 Introduction to Field Archaeology *Prof. Dudley DeGroot*

This is a basic introduction to the study of archaeology. While reading of relevant material will be required, the major portion of the course will involve participation in an archaeology field experience. Readings, field notebook, and dig equipment will be assigned. Evaluation will be based upon the content and quality of the field notebook, and performance at the field site. Prerequisites: Introduction to Anthropology or permission of instructor. Limit 30 students.

### CAN 202 The Anthropological Experience

*Prof. Dudley DeGroot*

A multi-media investigation of the world of the anthropologist. Through slides, films, lectures, small group discussions, and elementary field experience, the student will come in contact with the concepts and viewpoints of contemporary anthropology and, hopefully, experience the world from an anthropological perspective. Slides, tapes, films, a basic textbook and artifacts will be assigned for consideration. Evaluation will be based upon individual contract.

### CAN 208 Human Sexuality

*Prof. Dudley DeGroot*

The bio-social nature of human sexuality will be studied, using an anthropological, cross-cultural perspective. While the biological aspects of human sexuality will be reviewed in depth, the major emphasis of the course will be an exploration of sexuality as symbolically invested behavior. The consequences to man of his symbolic investment of sexuality will be studied in their cultural, social and personal dimensions. Selected readings, field work projects, and small group interactions will be required in addition to participation in lecture/discussion sessions. Evaluation will be based upon one examination and a series of analytic projects.

### CAN 250/251 (Directed Study)

**The Endless Journey: An Introduction to Anthropology, I, II** *Prof. Dudley DeGroot*

This course is designed to introduce the student to the basic concepts, theoretical viewpoints, and research techniques of contemporary anthropology. The required reading and writing assignments will enable the student to become familiar with the anthropological perspective, and provide an opportunity to apply that perspective through writing assignments. Evaluation will be based upon writing assignments submitted. Three textbooks are utilized in the course.

## **CAN 305 Culture and Personality**

*Prof. Dudley DeGroot*

A cross cultural investigation of the relationships between personality and culture. The course aims at introducing the student to the major theoretical and conceptual tools utilized by anthropologists in the study of personality in culture, as well as to the data gathering technique employed. A textbook and a variety of ethnographic studies will be utilized. Evaluation will be based upon one examination and the submission of a cultural and personality autobiography which uses the frame of reference and concepts developed in the course. Prerequisites: introductory anthropology or introductory sociology and introductory psychology or permission of instructor.

## **BAN 330 Physical Anthropology**

*Staff*

This introduction to physical anthropology will be a combination lab-lecture course. The initial class periods will be devoted to early concerns with evolution and fossil hominids (apes and men). Lab sessions will focus on understanding what it is that physical anthropologists do, and on gaining a knowledge of anthropometric techniques. The remainder of the course will be devoted to discussions of the controversies engendered by Nineteenth and Twentieth century anthropological studies. Assigned texts for the class are **Introduction to Physical Anthropology** (a lab manual for physical anthropology) by Kelso; **The Human Species** by Hulse; and **Darwin's Century** by Eiseley. Evaluation will be based on exams and participation in class. Offered in 1978-79, then in alternate years.

## **CAN 332 Making A Mirror For Man: An Introduction To Anthropological Research Methodology**

*Prof. Dudley DeGroot*

All aspects of the anthropologists' ways of knowing will be explored during this 14-week course. Lecture/discussions will be tied in with readings and field work experiences. Students will have an opportunity to operate as anthropologists in the design and implementation of different types of research modes. A text and supplementary readings will be utilized. Evaluation will be based upon class participation and completion of field work projects. Prerequisite: introductory anthropology.

## **BAN 334 Applied Anthropology**

*Staff*

This course is designed to look at the application of anthropology and offer answers to the question: "What does one do with anthropology be-

sides learn it and teach it?" By examining the use of anthropology in business, industry, rural development programs, and by foreign and domestic governmental agencies, we shall analyze one new dimension of the discipline—practical application. In addition, attention will be given to the ethical/moral problems facing applied anthropologists who might be confronted with the option of instituting change—change which often drastically alters the cultural fabric of a group. Evaluation will be based on successful completion of individual field projects and a take home exam. In addition to the text, **Applied Anthropology** by George Foster, articles from journals will be assigned. Prerequisite: an introductory course in behavioral science. Offered in 1979-80, then in alternate years.

## **CAN 335 Cultural Ecology**

*Prof. Dudley DeGroot*

This course is an introduction to the method and theory of cultural ecology. This theoretical viewpoint was phrased for the discipline of anthropology by J. H. Steward in 1955. The last few years have seen the development of increasing interest in the relationships between environment and cultural systems. In this course there will be attention to presenting the basic ideas of cultural ecology with appropriate examples of the interrelatedness of environmental and cultural factors. The course will be organized on a lecture-seminar approach. **Pigs for Ancestors** by Rapaport and **Environment and Cultural Behavior** by A. P. Vayda will be assigned, and research will be emphasized. Evaluation will be based on two essay examinations, a final paper of good quality, and participation in seminars. Prerequisite is an introductory anthropology course.

## **BAN 436 History of Anthropological Theory**

*Staff*

This course examines various schools of thought which have grown out of attempts to explain man's evolution, physical variation, and socio-cultural diversity. Assessments of Boasian anthropology, functionalism, structuralism, ethnoscience, Neo-Darwinism, and cultural ecology, and the contributions of those ideologies to the shaping of anthropological theory, will constitute the main foci for the course. The second half of the course will be devoted to examining new trends of theoretical interest to archaeologists, linguists, physical anthropologists, and cultural anthropologists. Required readings for the course are Tax, **Horizons in Anthropology**; Eiseley, **Immense Journey**; and Manners and Kaplan, **Theory in Anthropology**. Evaluation will

be based on one paper and exams. Prerequisites are one course in anthropology or sociology and Sophomore, Junior or Senior standing. Offered in 1978-79, then in alternate years.

### CAS 286 Cultures of Africa Staff

For description, see AREA STUDIES.

### CVS 483 Culture from the Inside Out Prof. Dudley DeGroot

Any tourist, camera and notebook at the ready, can collect large amounts of information concerning the cultures he visits. What he perceives and collects, however, will necessarily be sifted through the screen of his own enculturation, and his observations may contain a large amount of projection from his own value systems and cultural experiences. How can a person come to understand cultures other than his own **from the inside out?** How can we get at the **Emic** aspects of someone else's culture, the values, perceptions, feeling states and deeply rooted assumptions which are central to experiencing and understanding any culture? Through selected ethnographic material, films, poetry, participatory exercises and other learning experiences, this colloquium will explore the problems of **getting into another culture.** Selected readings and participation in a number of learning exercises will be required of all participants. Evaluation will be based upon individualized contracts between student and sponsoring professor. Offered 1979-80, then in alternate years.

## AREA STUDIES

### CAS 188 United States Area Studies Prof. Kenneth Keeton, Staff

This area studies course is designed to acquaint the foreign student with a contemporary view of the U.S. based on a limited survey of its past. Knowledge will be presented through reading material, resource personnel, and visual aids. The latter will be used to indicate the size and diversity of the country, a major problem for most foreign nationals. Reading material will consist of Wilkes, *Six American Families*; McQuade and Atwan, *Popular Writing in America*; Foley (ed.), *The Best American Short Stories*. Basic format of the course will be class discussions. Short papers will be required weekly for the purpose of improving writing skills. A mid-term and final examination will be given. United States Area Studies is highly recommended for all degree-seeking foreign students. The course is open only to international students, and will meet the world view requirement for graduation.

### CAS 281 Latin American Area Studies Staff

This course will study the people and cultures of Latin America. Using a cultural-anthropological approach, we will proceed in a structured manner to attain an understanding of who and what constitutes Latin America. Lectures, special presentations, movies, and classroom discussion will complement the readings. Evaluation will be based on a final examination and completion of a special project to be agreed upon between the instructor and the student. Prerequisite: Sophomore year or higher.

### CAS 282 East Asian Area Studies

Prof. Gilbert Johnston

China and Japan, the most influential centers of culture in East Asia, reveal themselves through their art and architecture, literature, customs, religious beliefs, and intellectual traditions. While political events and trade relations draw our attention to the East, it is often some distinctive aspect of culture or some scarcely definable quality of life that fascinates us and wins our admiration. This course attempts to go behind the surface events to examine the more enduring features of these two Asian societies. Readings may include Varley, *Japanese Culture*, and Gentzler, *Changing China*. Classroom lectures will be supplemented by films, slides, demonstrations, and special sessions with visiting guests. Evaluation will be based on regular participation, interest group involvement, two papers or projects, and tests on each of the two areas. Prerequisite: Sophomore standing or higher.

### CAS 283 Soviet Area Studies

Prof. William Parsons

In this course the focus is primarily on understanding the Russians as people. Emphasis is also placed on Russia's contributions to Western Civilization, the impact of the Bolshevik Revolution on Russian society and the role of the Soviet Union in the world today. Evaluation will be based on participation in class discussions of reading materials and films, several short papers or projects, a mid-term exam, and a final.

### CAS 284 French Area Studies

Profs. Henry Genz, Réjane Genz

This course is designed to be an introductory study of modern France with an emphasis on the post World War II period. Both village and urban life will be examined from the point of view of the distinguishing characteristics of the French people, their institutions, traditions, customs, values, literature, art and music. There will be

lectures, discussions, films and workshops. This course will serve as one of the Area Studies courses required of all students for graduation. About five or six works plus films will be used. Evaluation will be based on class discussion, tests, paper or special project, and final examination. Prerequisite: Sophomore standing or higher.

### **CAS 286 Cultures of Africa**

*Staff*

What did it mean to be an African in the past? What does it mean today? The class will study the geography and topography of Africa and later focus on those cultural patterns (politics, economics, language, modes of adaptation for survival in the modern world) most characteristic of the indigenous populations of sub-Saharan Africa. Comparisons of the different cultural heritages for selected societies will be emphasized. We shall aim for—through readings, films, and presentations by guest lecturers with first-hand knowledge of Africa—accurate representation of African peoples, keeping in mind the interesting diversities and similarities found throughout the continent. A variety of reading materials will be used. Students will be required to take mid-term and final examinations as well as write a short research paper.

### **CAS 287 Spanish Area Studies**

*Prof. Pedro Trakas*

This course will acquaint students with many aspects of Spain, both past and present. This will be accomplished by a considerable variety of lectures, discussions, films, and workshops. Each week there will be a lecture, the discussion of a book, a movie or two, another discussion of another book, and a workshop. For discussions, the required reading list will consist of five important books which reflect the most representative characteristics of Spain (see instructor for list). For workshops, shorter supplementary reading assignments will be made. By the last day of classes, each student will submit an 8-10 page paper on some aspect of Spanish culture approved by the instructor. There will also be a final examination. Prerequisite: Sophomore status or above.

### **CAS 289/CVS 389 London Colloquium**

*Resident Director*

London is the source of many of America's traditions. Is Britain clinging to her past while the U.S. looks to the future? How do present day political, religious, social and intellectual attitudes in the two countries differ? The course will examine diverse viewpoints concerning areas such as the parliamentary system, religious traditions, race relations, the trade unions, the national

health service, the education system, and the arts, and compare them with corresponding issues and concerns in the U.S. Seminars and discussions will be supplemented by lectures from outside speakers, and relevant visits and excursions. The course will be led by the Resident Director, in cooperation with the London adjunct faculty. Readings will be taken from an approved reading list. Evaluation will be based on two short papers on selected aspects of British society, and a final project to be planned in consultation with the Director. The colloquium is required of all participants in the London Semester Abroad program and can be counted for either area studies or colloquium credit.

## **ART**

Programs in visual arts are individually designed with a mentor. Every program must include Visual Problem Solving and Basic Drawing and two courses in Art History or Esthetics taken outside the discipline. Proficiency in drawing and design must be demonstrated in a Sophomore show before the required thesis show may be undertaken in the Senior year.

### **AAR 111 (Modes of Learning)**

**Visual Problem Solving I** *Prof. James Crane*

This course is designed to give the beginning art student a systematic approach to working in visual arts. Through a series of limiting problems, the student learns to develop his ideas, and as he learns, limits are decreased and freedom is increased. The primary aims of the course are to: develop skills in spatial organization and in relating forms in sequence as an ongoing process; discover uniqueness and a personal approach to solutions, even within narrow and arbitrarily prescribed bounds; develop an ability to make and articulate sensitive and astute judgment on the quality of solutions; develop increased dexterity in the handling of visual media.

### **AAR 112 (Modes of Learning)**

**Drawing Fundamentals**

*Prof. Arthur Skinner, Prof. Margaret Rigg*

This course will follow a modes of learning approach, process-oriented, on learning to learn to draw. Basic drawing media and instruments will be used. The approach will be discovering new ways of seeing, feeling, recording, and expressing images and forms. Each student should expect the materials to cost from \$30 to \$50. This is a basic skill course and regular attendance is necessary and expected. Freshmen and Sopho-

mores are given top enrollment preference. The course may be repeated with a different instructor since the stress is on individual development rather than once-learned content.

### **AAR 222 Clay I**

*Prof. John Eckert*

This is a basic course for beginners covering fundamental knowledge about ceramic materials as well as practical working experience in hand-forming, recycling, glazing, and firing. Wheel throwing will be introduced during the course as an optional involvement. Demonstrations will familiarize students with ceramic processes and techniques, and lab sessions will provide supervised working time. Weekly lectures covering technical knowledge and readings from the text will provide the basis for a written final exam. Evaluation will be based on the quality and quantity of work produced, the progress made during the course, class participation, and the exam. The text is Nelson's **Ceramics**, available at the college bookstore. A nominal fee will be charged for glaze materials and clay used during the course. Prerequisite is permission of instructor. Class limit of 18.

### **AAR 224 Art Projects**

*Prof. James Crane*

Art Projects provides an opportunity to work, under contract, in art media either independently or in media groups. Specific instruction, demonstrations, and workshops will be offered in painting, block print, ceramics, and wood. Work will be evaluated on the basis of quantity, craftsmanship and evidence of involvement and personal aesthetic growth. Critiques will be scheduled regularly. Group events will be scheduled, but extensive work will be expected outside scheduled time. Professors will be available at posted times for consultation.

### **AAR 225 Etching**

*Prof. Arthur Skinner*

This course will explore the basic techniques of etching, including hard and soft grounds, aquatint, drypoint, engraving, color printing, embossing, and open biting. Each week we will explore a new technique; experimentation in all techniques demonstrated is required. Students are expected to complete a minimum of 5 etchings with small editions showing evidence of imaginative understanding of the medium. Text will be **Etching** by Leonard Edmondson. Prerequisites are Drawing or Visual Problem Solving. Class limit of 15.

### **AAR 226 Silkscreen and Mixed Media Printing**

*Prof. John Eckert, Prof. Arthur Skinner*

This course will provide a solid introduction to silkscreen printing including the various stencil methods: cut film, paper, glue and tuscae, and photo. The second half of the course will introduce students to linoleum printing, embossing, and photo lithography as printing methods to be used in combination with silkscreen to produce prints. Classes will consist of demonstrations of printing techniques, demonstrations of matting techniques, group critiques/discussions, individual critiques, lab working time. Work submitted for evaluation will be at least five silkscreen prints plus at least one of each of the following: silkscreen and linoleum, silkscreen and embossing, and silkscreen and photo lithography. Each print must be properly matted and covered with acetate and be accompanied by four unmatted copies. Evaluation will be based on craftsmanship in printmaking techniques learned, esthetic merit of prints, matting technique, and contribution at group critiques. Prerequisite is Visual Problem Solving or Drawing. Class limit of 12.

### **AAR 227 Visual Workshop: English Calligraphy**

*Prof. Margaret Rigg*

The course will concentrate on English calligraphy (beautiful writing) and explore various styles of writing and letter forms. Materials can range from simple magic marker and pen and ink to the complexities of illumination on parchment using temperas and gold leaf. Each student will develop a personal style while at the same time learning to appreciate and understand the heritage of calligraphy in the West. The required text is **Calligraphy** by Mattielli and Rigg. Students will be evaluated by an exam exhibit and a 10 page calligraphed research paper.

### **AAR 228 Painting Workshop**

*Prof. James Crane*

This workshop will introduce the fundamentals of painting. There will be a historical survey of materials and processes. Experimental work will be done in various materials as water color, tempera, oil, lacquer, acrylic, etc. Some materials will be provided but basic materials will cost the students from \$30 to \$100. Prerequisite: permission of the instructor, on the basis of submitted portfolio.

## **AAR 229 Photography as Image Gathering**

*Prof. John Eckert*

This is a basic course to help a person become more aware of visual images through photography. Since it is a beginning course, much time will be spent learning the technique of taking and processing black and white photos. A progressive series of assignments is designed to familiarize the student with basic materials, processes and esthetics. The first two weeks of the course students will be working with homemade pinhole cameras, then each will learn to use the camera of his or her choice which must have adjustable shutter speed and aperture. Required text will be **Photography** by Charles Swedlund. Weekly quizzes will be given on the material in the text plus information explained in class lectures. A notebook of technical data and summaries of darkroom procedures will be kept during the course. Evaluation will be based on the quality of each person's photos, the quantity of work produced, the quizzes and the notebook. Cost of the course in materials is approximately \$20-\$40. Permission of instructor required. Class limit of 15.

## **AAR 241 Intermediate Drawing**

*Prof. Margaret Rigg*

This course offers intermediate work in drawing skills using a rigorous approach to figure-ground spatial composition. Classroom drawing will concentrate on increasing individual development in drawing techniques and in the formal composition of two-dimensional space. Stress will be on technical mastery and the development of images including graphite, pencil, pen and ink, water color, conte crayon, and advanced use of pastels and charcoals on fine papers. Tools and materials will cost from \$30 to \$50. Prerequisites: Drawing Fundamentals and permission of the instructor.

## **AAR 250 (Directed Study)**

**History of the Print** *Prof. Arthur Skinner*

This course will survey chronologically the development of the print medium from its inception to its future, and counts as one art history credit. The required text will be **Prints and People** by Hyatt Mayor. Evaluation will be based on five papers and an oral examination at the end of the course.

## **AAR 302/303/304 Open Clay Workshop**

*Prof. John Eckert*

This is a semester-long open working situation for students and faculty. Basically the premise is

to give the opportunity for semi-independent work in clay for both beginning and advanced students providing as accurate a model as possible to a regular studio situation: students learning by working together along with an experienced person. Critiques, demonstrations, and technical lectures will be held at arranged times during scheduled class times. The instructor will set aside use of his time for consultation, classwork and, last but not least, his own work. This will offer the integration of the instructor's working life with teaching life for the benefit of himself and the students. Evaluation will be based on growth during the semester as evidenced by the quality and quantity of work produced, an exam, and a final position paper. Prerequisites are Visual Problem Solving or Drawing or a note of reference from the Mentor as to the ability to work independently. Class limit of 45.

## **AAR 308 Throwing on the Potter's Wheel**

*Prof. John Eckert*

The main thrust of the course will be to improve each person's throwing skills, and most time will be spent in actual throwing practice and instruction. The course is focused on the growth of a student on the skill level, but esthetic considerations are inseparable and will be an integral focus along with the technical. Periodic critiques will be held to shine light on the technical and esthetic growth of students. John Colbeck's **Pottery—The Technique of Throwing** will be used as a reference, but students are not expected to purchase a personal copy. Evaluation will be based on the progress which a student makes improving throwing skill, and the time and effort put in at the wheel. Individual student demonstration at the end of the course as well as any finished pieces will influence evaluation. A nominal fee will cover clay used and glaze materials. Prerequisites: Clay Workshop or previous experience working in clay, permission of instructor required and class limit of 10.

## **AAR 322 Advanced Photography Critique**

*Prof. Arthur Skinner*

This course will involve advanced photographers in four intensive projects involving specific assignments designed to encourage imaginative examination of the local environment. Critiques will be held weekly. Students will be evaluated on the basis of the final portfolio of minimum 20 finished mounted prints exhibiting technical excellence and creative insight. No text. Prerequisites: Basic Photography or Photography as Image Gathering. Class limit of 15.

## **AAR 323 Painting Critique**

*Prof. James Crane*

This course is for people who have taken Painting Workshop or have had prior experience in painting. It is not for beginners. The emphasis will be on independent work with regular critiques. No materials are provided. Each student must procure the material needed to complete this course.

## **AAR 340/420 Studio Critique**

*Prof. James Crane*

These courses offer students a maximum of independence with regular critiques of their work. Each student is asked to prepare a contract for what he intends to do in the semester. Materials to be used are media at the choice of the student. Material expenses normally run from \$50 to \$100. Class time is used for review of the work, field trips, and discussion. All work done in the semester following the contract will be the basis for evaluation. Prerequisites are Visual Problem Solving, Drawing, and any media workshop.

## **AAR 342 Graphics Workshop (Open)**

*Prof. Arthur Skinner*

This course is designed to allow experienced printmakers to continue to develop their skills and imagery in any of the various graphic media. Attendance during lab times is essential to the purpose of the workshop. Students will be evaluated on the basis of a final portfolio with a minimum of seven prints with small editions showing evidence of definite progress in technique and imagery. Individual and group critiques will be held regularly. There will be no required text. Prerequisites are Visual Graphics, Etching or Lithography. Class limit of 15.

## **AVS 388 The Art Experience**

*Prof. Margaret Rigg*

This course is open to any Junior or Senior (or Sophomore with permission of instructors) who is working in any medium. It is designed to reveal what it means to be an artist today and to elicit from students various forms of response. Students will attempt to integrate the roles of artist, comprehender, symbol-maker, philosopher, human being, inquirer, reporter, writer, and critic. Each student is expected to continue working in the medium of his choice (theatre, dance, visual art, music, writing, etc.) This work will be brought to critiques and will be used as part of the total evaluation of each student's participation in the course.

## **BIOLOGY**

Requirements for a major ordinarily will be satisfied by demonstration of basic knowledge and understanding of the history, methods, and principles of plant and animal morphology, taxonomy, physiology, embryology, genetics, evolution and ecology. Normal expectations include eight biology topics. The botany specialization includes general botany, microbiology, cell biology, genetics, advanced botany, invertebrate zoology, ecology and an elective. The zoology specialization includes invertebrate biology, vertebrate biology, cell biology, genetics, physiology, ecology, botany, and an elective. The marine biology concentration includes marine invertebrate biology, vertebrate biology, botany, cell biology, genetics, general and aquatic ecology, physiology, oceanography, and selected advanced topics in marine areas. Students are also expected to participate in the Biology Seminar during the Junior and Senior years.

## **NBI 187 Plant Biology**

*Prof. Sheila Hanes*

In this course, the biology of plants will be investigated. Topics will include the evolution and diversity of plant life, the growth and development of plants, their place in the ecosystem and responses to environmental conditions. Both vascular and non-vascular marine, freshwater and land plants will be considered. Laboratories will be primarily field-oriented. Text to be announced. Evaluation will be based on periodic laboratory and lecture examinations, laboratory reports, class participation and a final examination.

## **NBI 189 Marine Invertebrate Biology**

*Prof. John Ferguson*

This course leads the beginning student into an appreciation of the diversity of animal life, and the structural basis, evolutionary relationships, biological functions, and environmental interactions of these forms. The student is introduced firsthand to the biological richness of our local area. Understanding of the true nature of science is developed through personal experience in a group project. Particular attention is devoted to sharpening skills needed for the rational solving of problems, including critical observation, delineating boundaries of inquiry, acquiring and analyzing data, and communicating findings to others. Text is Hickman, Hickman, and Hickman, **Integrated Principles of Zoology**. Evaluation is based on scheduled



quizzes and examinations, laboratory notebook, group project report, group and self-evaluation forms.

**NBI 200 Organismic Biology II: Vertebrates**  
Prof. George Reid

This course is designed to acquaint the student with classification and evolutionary history of vertebrates and their structure. Major emphasis is directed toward the understanding of neo-Darwinian evolution and the manifestation of evolutionary features as seen in the anatomy of aquatic and terrestrial chordates. Texts are Walker, *Vertebrate Dissection*; Romer, *The Vertebrate Story*; Hickman, *Zoology*. Course matter will be considered in two one-hour lecture-discussion sessions and six hours of laboratory per week. Written and/or practical exams will be given upon completion of dissections of the animals studied and periodically in the class schedule.

**NBI 202 Cell Biology** Prof. William Roess

Cell structure and function will be examined. The flow of energy will be a unifying principle linking the process of photosynthesis, anaerobic respiration, aerobic respiration, and the expenditure of energy by the cell to do work. The chemical processes in living systems will be related to the structural subunits of cells. Prepared slides will be used to show cell diversity and how cells are organized into tissues. A selection of experiments will be conducted to acquaint students with molecular and cytological techniques appropriate to investigations in cell biology. Text: to be announced. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisite: high school level of chemistry and biology.

**NBI 204 Microbiology** Prof. Sheila Hanes

This course is an introduction to the biology of microorganisms. Emphasis will be on the role of microbiology in community health. Laboratory activities will stress microbiological techniques and the isolation and identification of organisms from selected genera. Text to be announced. Evaluation will be based on periodic examinations, laboratory techniques, class participation and a final examination.

**NBI 301 General and Aquatic Ecology**  
Prof. George Reid

This is an introduction to physical, chemical, and biological relationships in natural communities.

Environmental factors, populations, the community concept, traffic in energy, biogeochemical cycles, and social organization in ecosystems are considered. Field work is essentially aquatic in nearby ponds and Gulf shoreline. There will be two one-hour lecture-discussion sessions and six hours of laboratory per week. Readings: Reid and Wood, *Ecology of Inland Waters and Estuaries*; *Scientific American*: "The Biosphere," Odum, *Ecology*; assigned journal articles. Evaluation will be based on quizzes, a final examination, laboratory technique, and laboratory report. Prerequisites: Organismic Biology I and II, Botany, or permission of instructor.

**NBI 303 Genetics and Development: Interpretive** Prof. William Roess

Mendelian and transcription genetics will be presented from an historical perspective. Key experiments will be described in sufficient detail to lead the student to a better understanding of how questions are asked and answered in the biological sciences. Gene regulation will be used as a bridge to introduce processes in development. Text: to be announced. Evaluation will be based on periodic tests, a term paper, and a final examination. Prerequisites: designed for Junior-level science students who are particularly interested in interdisciplinary work or for less professionally oriented biology majors.

**NBI 304 Comparative Physiology: Interpretive** Prof. John Ferguson

This course will examine the various physiological mechanisms possessed by different animals, including osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, nervous integration and endocrine function. General principles will be emphasized as revealed through application of the comparative method. Integration of these principles into other areas of the individual student's interest will be enhanced through interdisciplinary work, a term paper, or other type of appropriate activity. Text: Schmidt-Nielsen, *Animal Physiology*. Work to be submitted for evaluation: assigned quizzes and examinations, a prospectus on the interpretive work to be undertaken, and a final report on that work. Evaluation will also be based on participation in daily class discussions. Prerequisites: designed for Junior level science students who are particularly interested in interdisciplinary work. Some previous background in college level biology and chemistry would normally be expected.

**NBI 305 Genetics and Development:  
Investigative** *Prof. William Roess*

Mendelian and transcription genetics will be presented from an historical perspective. Key experiments will be described in sufficient detail to lead the student to a better understanding of how questions are asked and answered in the biological sciences. Gene regulation will be used as a bridge introducing processes in development. This course will be a lecture course with laboratory work designed to develop specific skills, including how to grow, maintain and experiment with microbial and possible mammalian tissue culture cells. Text: to be announced. Evaluation will be based on periodic tests, laboratory reports and performance, and a final examination. Prerequisites: designed for Junior-level biology majors.

**NBI 306 Comparative Physiology:  
Investigative** *Prof. John Ferguson*

This course will examine the various physiological mechanisms possessed by different animals, including osmotic and ion regulation, nutrition, excretion, respiration, circulation, temperature regulation, movement, perception, nervous integration and endocrine function. General principles will be emphasized as revealed through application of the comparative method. Marine organisms will be chosen as examples whenever possible, and only minor comment will be made on the functional processes unique to man. An investigative laboratory, employing advanced methodology, will function to sharpen the student's analytical skills as applied to the whole organism. Texts: Schmidt-Nielsen, *Animal Physiology*; Hoar and Hickman, *A Laboratory Companion for General and Comparative Physiology*. Evaluation is based on five written laboratory reports, a laboratory notebook, assigned quizzes and examinations, and participation in daily class discussions. Prerequisites: designed for Junior level biology majors.

**NBI 402 Advanced Topics in Ecology**  
*Prof. George Reid*

This course will consider selected aspects of aquatic or terrestrial ecosystems. Topics to be included will be determined by student interests. Readings and evaluation will be arranged. Prerequisites: Organismic Biology I and II and Ecology.

**NBI 406 Advanced Topics in Botany**  
*Prof. Sheila Hanes*

Subjects investigated in this course will be primarily determined by student interest. Readings

and evaluations will be arranged. Prerequisite: Plant Biology.

**NBI 408 Biology Seminar (2-year sequence)**  
*Prof. John Ferguson, Biology Staff*

This course will consist of a series of seminars and discussions on topical problems in biology, especially those not fully explored in other areas of the biology curriculum. Particular concern will be maintained for the historical heritage of the discipline. Each participant will make at least one presentation, and must attend and actively contribute to all meetings. Work to be submitted for evaluation: abstract and bibliography of presentation, evaluation reports on selected speakers, and a final exam on the assigned readings. Junior and Senior biology majors participate formally in this seminar for one course credit and Sophomores are invited to attend.

**NBI 422 Advanced Topics in Genetics**  
*Prof. William Roess*

This course will examine principles of human genetics, the genetics of chromosomal abnormalities, physiological defects, and behavioral disorders. We will hold discussions throughout the course regarding the biological and social implications of advances in human genetics, and the specific depth and breadth of our study will be largely determined by the interests and background of the students enrolled. Prerequisite: general genetics or permission of the instructor. Not offered 1978-79.

**NBI 499 Independent Research—Thesis**  
*Staff*

Upon invitation, Seniors may design and carry out a creative research program, usually resulting in a written dissertation which is presented and defended in the spring of the year. Each participant will consult closely throughout the course of his work with at least one of the biology faculty. Materials to be used are original literature. Work submitted for evaluation: preliminary prospectus, periodic progress reports, dissertation. Prerequisites: three years of superior work in biology and an invitation from the biology faculty.

**NCM 207 Introduction to Geology**  
*Prof. George Reid*

This course is designed to acquaint the student with knowledge of the composition of the earth's crust, the dynamics and processes that have led to present-day land forms. This will involve an understanding of earth materials and forces that modify these substances. Topics such as mineral-



ogy, crustal movements, volcanism, ground and surface waters, and glaciation will be considered in the first part of the course. The second part will be given over to the history of the earth and its inhabitants and surface features. Laboratory will emphasize identification of rocks, minerals and fossil types, together with interpretation of geologic and topographic maps. Field trips will be made to nearby localities of geologic interest. Text is Zumberge and Nelson, **Elements of Geology** and laboratory manual is Zumberge, **Physical Geology Manual**. Evaluation will be based upon examinations and individual reports. Offered in 1979-80, then in alternate years.

#### **NVS 482 The Oceans and Man**

*Prof. John Ferguson*

This course is designed to provide a general awareness of the oceanic environment and its significance to us. We are faced daily with important decisions in such areas as oil exploration, land reclamation, pollution control, coastline preservation, and the extension of territorial limits. These decisions involve major concerns for values in the resolution of conflicting demands and uses, and comprehension of our stewardship of the oceanic resources. The course forms the basis for the rational development of these value judgments by first reviewing the physical properties of the earth and its seas, including such topics as plate tectonics, the nature of sea water, waves, tides, currents, etc. It then relates these properties to the practical aspect of our use of the seas emphasizing specific problems in fisheries, and oil and mineral resource development. Finally, it deals with the more general influence of the seas on our civilization—past, present and future. This includes discussions on exploration, commerce, sea power, sea law, and the inspiration of the sea to the arts and other endeavors of mankind. Texts are McCormick and Thiruvathukal, **Elements of Oceanography**; Menard and Scheiber, **Oceans: Our Continuing Frontier**.

#### **NVS 483 Ecology, Evolution and Natural Resources**

*Profs. George Reid, Sheila Hanes*

This course is designed to affirm the importance of human values as defined by the Judeo-Christian tradition, by dealing with environmental and social issues and in planning for the evolutionary future of man's culture. Through the study of man's evolution and that of other living organisms, the geologic processes of the earth and interrelationships between organisms and the environment, the impact of man can be better understood. Topics such as the effects of natural geologic and evolutionary processes, world

nutrition and agriculture, population control, social evolution, disposal of wastes, use of energy and the supply of natural resources will be studied. These subjects will be introduced and discussed with the intention of discovering the most ethical ways to deal with them. Text and supplementary readings (mostly current) to be announced. Evaluation will be based on participation in discussions, a paper and oral presentation on an individual topic or project of the student's choice.

## **BUSINESS ADMINISTRATION/ MANAGEMENT**

Business administration is a concentration within the overall management program. The all-college requirements are the same as those for students in other disciplines except the business administration/management major should select either Introduction to Psychology or Sociology as one of the two required modes of learning courses. Normally the management/business major will begin taking courses directly related to the management major in the Sophomore/Junior years. The management core subjects are: The Managerial Enterprise, Accounting Principles I, Statistics, and Microeconomics. Business administration/management majors also select five to six courses from business administration, accounting, management and upper division economics courses to complete the business requirement. In addition, the business administration/management major will take two of three area options in psychology, economics, or sociology/political science. An internship, normally completed between the Junior and Senior years, is also a graduation requirement.

#### **BMN 271 Principles of Accounting I**

*Prof. Philip Siegel*

This course presents the basic elements of accounting as an information system. Topics covered include the accounting cycle, internal control, accounting systems and generally accepted accounting principles. Accounting for partnerships is also discussed. Students are evaluated on the basis of class participation, examinations and practice sets. A textbook is used: Niswonger and Fess, **Accounting Principles**.

#### **BMN 272 Principles of Accounting II**

*Prof. Philip Siegel*

This course is a continuation of BMN 271 (Principles of Accounting I). The course focuses its attention upon accounting for and presentation of financial statements of corporations. In addi-

tion, the course also explores elements of cost and managerial accounting, financial statements analysis, and accounting for non-profit entities. A textbook is required (Niswonger and Fess, **Accounting Principles**). Students are evaluated on the basis of examinations, class participation and projects. Prerequisite: BMN 271, Principles of Accounting I.

### **BMN 275 Introduction to Business Principles**

Staff

The goals of the course are for the student to learn how business is related to society and to obtain a basic overview of all areas of business. Students will become familiar with the business vocabulary, the conflicting demands on business by employees, suppliers, and government, and information about employment opportunities in business. Texts will be required. Evaluation criteria are included in the syllabus.

### **BMN 277 Small Business Ownership**

Staff

This course will focus on the administration of small enterprises. The environment and the philosophies for successful small business operation will be covered. Also, the problems of initiating a business, financial and administrative controls, advertising and marketing programs and policies, the functions of managing production facilities, control of inventory, and personnel selection will be covered. A text and selected readings will be assigned. Evaluation criteria are included in the syllabus. Prerequisite: Introduction to Business Principles.

### **BMN 278 Business Law**

Staff

This course covers the legal problems that are faced in organizing and running a private business. The emphasis is on formation of proprietorship, partnerships and corporations and on contract law. Cases related to these and other areas are covered in class. A text will be assigned. Evaluation criteria will be included in the syllabus.

### **BMN 351 (Directed Study)**

#### **Systems Audit**

Prof. Philip Siegel

This course will develop the fundamentals of information systems and their role in the performance of the accounting function in business organizations. The focus of the course will be: to familiarize the student with the application of the principles of internal control; to aid in understanding the patterns of flow of accounting and financial data and information in business; and to develop an understanding of the use of computers in current and future accounting information systems. There is a text and readings are required. Students are evaluated on the basis

of homework, flowchart presentation and a final examination. Prerequisite: Principles of Accounting I and II.

### **BMN 371 Intermediate Accounting**

Prof. Philip Siegel

This course develops the concepts and theory used in accounting practice and analysis. It provides a comprehensive review of accounting fundamentals, the latest accounting principles promulgated by designated authoritative bodies (AICPA, FASB, etc.), and selected topics of recent significance including leases, pensions, amortization of discounts and premiums. The course also discusses the latest views on inflation accounting. Students are evaluated on the basis of examinations and class participation. A text is required (Welsh, Zlakovich and White, **Intermediate Accounting**). Prerequisites: BMN 271 and 272, Principles of Accounting I and II.

### **BMN 372 Managerial Accounting**

Prof. Philip Siegel

This course is an extension of Principles of Accounting. The student will become familiar with the use of accounting information in the control of a business operation and the interpretation of the information for management's use. The course will provide an overview of the analysis of financial statements, cost and responsibility accounting, budgeting, cost-volume-profit analysis and decision making. A text will be assigned. Evaluation criteria will be included in the syllabus. Prerequisite: Principles of Accounting I and II.

### **BMN 450 (Directed Study)**

#### **Financial Statement Audit**

Prof. Philip Siegel

This course will focus upon the systematic process of objectively obtaining and evaluating evidence concerning financial statements. This evidence is the basis whereby the independent auditor expresses an opinion on the fairness with which the present financial position, results of operation and changes in financial position are in conformity with generally accepted accounting principles. The student is evaluated on the basis of completed homework assignments, an audit procedure project and a final examination. A textbook and the Codification of Statements on Auditing Standards are used. Prerequisites are Principles of Accounting I and II.

### **BMN 475 Investment Analysis**

Staff

This course examines the operation of the major financial markets in the U.S. with an emphasis



on the stock market. There is a twofold thrust to the course. First, students study the structure and institutional characteristics of financial markets. Second, they focus on industry and company analysis. The emphasis is on fundamental analysis, although technical analysis and random walk theories are discussed. A text is used. Evaluation will be based on exams and work assignments. Prerequisites are Principles of Accounting I, Statistics, and Principles of Microeconomics.

**BMN 479 Corporate Finance**      Staff

This course is a study of corporate structures, the different forms of business organization, and the markets firms use to raise capital. The course covers methods firms use to manage portfolios and to administer income and expenses. A text is required. Criteria for evaluation are included in the syllabus. Prerequisite: Principles of Accounting I and II.

**BVS 362 Business and Society**      Prof. Philip Siegel

This course deals with the significance of the relationship between business and society. The focus is on the most important interrelationships between business and society with emphasis upon the more current and socially significant issues. An analytical framework is also presented to enable students to examine these current issues as well as future issues. Topics covered include: Business and Changing Values; Business and Technology; Business and Our Polluted Environment; Business and the Arts; and others. Students are evaluated on the basis of a research paper and class participation.

For other courses see MANAGEMENT, ECONOMICS, SOCIOLOGY, PSYCHOLOGY.

## CHEMISTRY

Students majoring in chemistry, for the B.A. degree, must take Concepts in Chemistry I and II, Organic Chemistry I and II, Analytical Chemistry, Physical Chemistry, Advanced Laboratory I, Chemistry Seminar (Junior and Senior years), Calculus I and II, Physics I and II and one upper level chemistry elective. For the B.S. degree, students must take Theoretical Physical Chemistry, Advanced Inorganic Chemistry, Advanced Organic Chemistry, and Advanced Laboratory II beyond those courses required for the B.A. degree. In addition, B.S. degree candidates must fulfill the requirement of 16 courses in the Natural Sciences.

Juniors and Seniors are involved in Advanced Laboratory I and II, a unique four-semester labora-

tory program integrating Analytical, Inorganic, Instrumental, Organic and Physical Chemical methods and techniques. Projects undertaken are problem-solving oriented and become increasingly sophisticated during the first three semesters of the program. The final semester is devoted to an independent research project of the student's choice.

**NCH 110 (Modes of Learning)  
Introduction to Chemistry**

Prof. Richard Neithamer

This course is designed to develop the mathematical and conceptual skills necessary for the successful study of chemistry. As such, it should be particularly useful to those students who have limited backgrounds in mathematics and chemistry but who wish to study chemistry and/or the biological sciences. Specific attention will be given to problem-solving and the quantitative relationships inherent in chemical concepts. Text to be announced. Evaluation will be based upon performance on quizzes, tests and a final examination. Prerequisite: high school algebra.

**NCH 121 Concepts in Chemistry I**      Staff

This course treats the fundamental principles of modern chemical theory and is designed for those who plan to major in the sciences. Concepts of stoichiometry, periodicity, atomic structure, chemical bonding, and molecular geometry are presented in a framework which draws upon both inorganic and organic examples. The physical and chemical behavior of gases and liquids is also discussed. The laboratory program will complement the lecture material and will be largely quantitative in nature. Text to be announced. Evaluation will be based upon performance on tests, a final examination, and the laboratory. Prerequisites: a good high school chemistry course and three years of high school mathematics or successful completion of Introduction to Chemistry.

**NCH 122 Concepts in Chemistry II**      Staff

This course continues to explore the fundamental principles of modern chemical theory which are of special importance to later work in chemistry and molecular biology. Topics included are thermodynamics, acid-base chemistry, chemical equilibrium, electrochemistry and kinetics. An introduction to organic chemistry and biochemistry will also be included. Text to be announced. Evaluation will be based upon performance on tests, a final examination and the laboratory. The laboratory program will complement the lecture material, will be largely quantitative in nature and will include the use of instrumenta-

tion for pH, oxidation-reduction and spectrophotometric measurements. Prerequisite: successful completion of Concepts in Chemistry I.

### NCH 221 Organic Chemistry I

Prof. Wayne Guida

This course is the first part of a two-course sequence which deals with the chemistry of carbon-containing compounds. Basic concepts concerning the reactions, three-dimensional structure, and bonding of carbon compounds, particularly hydrocarbons, will be considered. The various functional or reactive groups will also be considered in relation to the reactivity of organic compounds. The laboratory is designed to acquaint the student with the basic techniques of organic chemistry and will involve the preparation of several simple organic compounds. Text: Solomon's **Organic Chemistry**. Evaluation will be based upon performance on tests, a final examination and the laboratory. Prerequisites: Concepts in Chemistry I and II.

### NCH 222 Organic Chemistry II

Prof. Wayne Guida

In this course the study of carbon-containing compounds will be continued. The various functional groups will be considered in detail with the study proceeding from the simpler to the more complex functional groups. Spectroscopic methods for structure determination such as infrared spectroscopy and nuclear magnetic resonance spectroscopy will be discussed. The laboratory will involve the preparation of several organic compounds as well as qualitative methods for the determination of unknown organic substances. Text: Solomon's **Organic Chemistry**. Evaluation will be based upon performance on tests, a final examination and the laboratory. Prerequisite: Organic Chemistry I.

### NCH 320 Analytical Chemistry

Staff

This course involves the study of modern analytical separations and measurements, including gravimetric, volumetric and instrumental techniques. It includes the study of acid-base, redox, solubility and complex ion equilibria and their application to analysis. The accompanying laboratory will be the first semester of the integrated Advanced Laboratory I. Text will be Skoog and West, **Analytical Chemistry**. Evaluation will be based upon performance in tests, a final examination and the laboratory. Prerequisites: Organic Chemistry I and II, Calculus I and II. Designed for Junior-level chemistry majors.

### NCH 325 Physical Chemistry

Staff

This course involves the study of ideal and non-ideal gases, the kinetic molecular theory, the three laws of thermodynamics and thermochemistry, free energy and chemical equilibrium, liquids and simple phase equilibria, heterogeneous equilibrium, solutions of electrolytes and non-electrolytes, colligative properties, electrochemistry and gas-phase and solution kinetics. The accompanying laboratory will be the second semester of the integrated Advanced Laboratory I. Text will be announced. Evaluation will be based on tests, a final examination and the laboratory work. Prerequisites: Organic Chemistry I and II, Calculus I and II and Physics I and II. Analytical Chemistry, NCH 320 is strongly recommended. This course is designed for Junior-level chemistry majors.

### NCH 327 Physical Chemistry:

Non-Laboratory

Staff

This course involves the study of ideal and non-ideal gases, the kinetic molecular theory, the three laws of thermodynamics and thermochemistry, free energy and chemical equilibrium, liquids and simple phase equilibria, heterogeneous equilibrium, solutions of electrolytes and non-electrolytes, colligative properties, electrochemistry and gas-phase and solution kinetics. Text will be announced. Evaluation will be based on tests, a final examination, and a term paper concerning the application of physical chemical principles in the student's major field. Prerequisites: Organic Chemistry I and II, Calculus I and II and Physics I and II. Analytical Chemistry, NCH 320 is strongly recommended. This course is designed for Junior or Senior level students majoring in sciences other than chemistry.

### NCH 420 Theoretical Physical Chemistry

Staff

This course is designed to introduce the student to the theoretical physical chemical concepts upon which much of the modern theory of chemical bonding and structure are based. Included are wave mechanics, molecular symmetry and molecular orbital calculations, spectroscopy and orbital symmetry. Also included will be statistical thermodynamics. Text to be announced. The accompanying laboratory will be the first semester of the integrated Advanced Laboratory II. Evaluation will be based on examinations, a final examination and the laboratory. Prerequisites: Physical Chemistry I, NCH 325. Calculus III and Differential Equations strongly recommended. Designed for Senior-level chemistry majors.



### **NCH 422 Advanced Organic Chemistry**

*Prof. Wayne Guida*

In this course several advanced topics in organic chemistry will be considered. Topics to be included are: structure elucidation of complex organic molecules via infrared spectroscopy, ultraviolet spectroscopy, nuclear magnetic resonance spectroscopy, and mass spectrometry, advanced synthetic methods, elucidation of reaction mechanism, stereochemistry, molecular rearrangements, and organometallic chemistry. Text to be announced. Evaluation will be based upon performance on tests and a final examination. Prerequisites: Organic Chemistry II and Theoretical Physical Chemistry.

### **NCH 424 Advanced Inorganic Chemistry**

*Prof. Richard Neithamer*

This course deals with the electronic structure and periodic properties of the atom, theories and properties of the covalent bond, stereochemistry of inorganic molecules, the inorganic solid state, acid-base chemistry, coordination and organometallic chemistry, the application of thermodynamics to inorganic systems, inorganic reaction mechanisms, non-aqueous solvents and boron hydride chemistry. This course will be operated on a seminar basis and will involve specified reading and problem assignments for each class period. Readings will include a recent advanced text, selected paperbacks and the inorganic chemistry literature. The accompanying laboratory will be the second semester of the integrated Advanced Laboratory II. Evaluation will be based on three examinations, extensive problem assignments and the laboratory. Prerequisite: Theoretical Physical Chemistry. Designed for Senior-level chemistry majors.

### **NCH 425 Biochemistry**

*Prof. Wayne Guida*

This course is concerned with the molecular basis of life and, therefore, the chemical processes which occur in the living cell will be emphasized. The various molecular components of cells will be treated first. This will be followed by the study of the important metabolic pathways involved in the generation of phosphate bond energy. Finally, the biosynthetic pathways which utilize phosphate bond energy will be considered. Text: Conn and Stumpf, **Outlines of Biochemistry**. Evaluation will be based upon performance on tests and a final examination. Prerequisite: Organic Chemistry II.

### **NCH 428 Chemistry Seminar**

**(2-year sequence)**

*Staff*

A series of papers and discussions on topics in chemistry and related subjects. Meetings will be

scheduled bimonthly with student, faculty and visitor participation. Junior and Senior chemistry majors should expect to present one or two papers a year and will receive one course credit upon satisfactory completion of the two years of participation. Evaluation will be based on the quality of the student's presentations and participation in discussions.

### **NCH 499 Independent Research—Thesis**

*Staff*

Chemistry majors who have demonstrated superior ability in the field may be invited to do independent research with a member of the Chemistry staff during their Senior year. The student will be responsible for submitting a proposal of the research planned, carrying out the work, writing a thesis reporting the findings of the research and defending the thesis before a thesis committee.

## **CLASSICS (GREEK AND LATIN)**

### **LCL 120 Latin**

*Prof. Frederic White*

An introduction to Latin grammar with extensive readings from original Latin material. Text, Wheelock, **Latin**. Weekly tutorials, with exercises.

### **LCL 121 Beginning Greek**

*Prof. Frederic White*

An introduction to Greek grammar and to New Testament Greek with readings from the Gospel of John. Paine's **Beginning Greek** will be the basic text. Evaluation in the course will be based on recitation, on quizzes, and on a final examination.

### **LCL 122 Intermediate Greek**

*Prof. Frederic White*

Readings from Plato and Xenophon with attention to Attic Greek and Freeman and Lowe's **Greek Reader**. Evaluation in the course will be based on recitation, on quizzes, and on a final examination. Prerequisite: LCL 121.

## **COMPARATIVE LITERATURE**

Comparative literature is an interdisciplinary approach to literature. Students declare three areas: 1) five courses in a literature (commonly English and/or American), 2) three courses in a foreign language (such as French, German, or Spanish), of which at least two are literature courses, and 3) two courses in a second foreign language (at any level), or in another discipline

(such as history, religion, philosophy, etc.), or in an approved specialty (world literature in translation, myth, the Don Juan tradition, etc.). Students should have one course using comparative methodology. Linguistics and literary criticism are recommended.

## CREATIVE WRITING

The Writing Workshop helps develop serious writers—students who think of themselves primarily as writers and students for whom writing will be an important avocation. Students develop their curriculum individually in consultation with the Mentor. Course work varies considerably, but normally must include at least two workshops (selected from offerings in such subjects as poetry, fiction, playwriting, reviews, and journalism) and six other courses in literature. Seniors are required to complete a thesis or Senior manuscript.

### AWW 227 Fiction Workshop                      Staff

This course is open to all; preference is given to upperclass students. The workshop will be limited to 15 and will concentrate on various fictional techniques. Students will bring their stories and sketches for discussion and review in class. A familiarity with current fiction and books about current fiction will also be encouraged. Evaluation will be based on class participation and on stories written during the term. Prerequisite: permission of instructor.

### AWW 230 Poetry Workshop                      Staff

This course is open to all; preference is given to upperclassmen. The workshop will be limited to 15 students and will concentrate on forms and technique in poetry. Students will submit their poems for discussion and review. A familiarity with current poetry magazines will also be encouraged. Evaluation will be based on poetry written during the term. Prerequisites: permission of the instructor.

### AWW 331 One-Act Play Workshop Prof. Richard Mathews

Students will investigate the possibilities of short drama by reading and writing one-act plays. We will read at least 25 short plays, including both traditional and experimental forms. Each student will write at least five plays, some of which will be read and discussed in class. Production of original plays will be encouraged. Students will be evaluated on their written plays. Prerequisites: permission of instructor—enrollment limited to 15.

## EAST ASIAN AREA STUDIES

A concentration in East Asian Area Studies may be planned through a supervising committee of three faculty members.

### CAS 282 East Asian Area Studies

For description, see AREA STUDIES.

## ECONOMICS

In addition to the collegial requirements of statistics and two modes of learning courses, students majoring in economics are required to take a minimum of eight economics courses. All students will take Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomic Theory, Intermediate Macroeconomics and History of Economic Thought. In addition, students will choose electives from a list of approved courses. Independent study courses supervised by the economics faculty can count as economics electives.

### BEC 281 Principles of Microeconomics

Prof. Tom Oberhofer

This course will develop basic principles of price theory and focus on their application. We will study the operation of the market system and illustrate it with examples of recent farm and energy problems. We will discuss industrial structure and pricing of output under different competitive structures. We will discuss cost-benefit analysis and apply it to environmental quality decisions. Other topics covered include economics of education and crime. A text will be announced. There will be two one-hour tests and a final exam. This course is required of all students concentrating in economics.

### BEC 282 Principles of Macroeconomics

Staff

This is an introductory course in national income determination theory. It includes an analysis of the elements which comprise the national income and the role of the federal government in maintaining a high level of income and employment without inflation. Special attention is given to monetary and fiscal policy. We will develop a model of the economy and use it to study recent problems of inflation, recession, and balance of payments deficits. This course will use a textbook. There will be two one-hour tests and a final exam. This course is required of all students concentrating in economics.

**BEC 381 Intermediate Microeconomics** Staff

This course is a continuation of Principles of Microeconomics. We start by developing the theoretical basis for consumer demand theory. We discuss empirical and methodological problems encountered in operationalizing demand theory. In addition, pricing and output decisions of both industries and firms within the industry are studied using simple mathematical and geometric models. Particular attention is given to the price and output adjustments firms and industries make when confronted with initial disequilibrium situations. A text will be used. Two hour tests, a final examination, and a paper will serve as bases for evaluation. Principles of Microeconomics is prerequisite. This course is required for all students concentrating in economics.

**BEC 382 Intermediate Macroeconomics**

Prof. Tom Oberhofer

This course covers the basic determinants of aggregate demand and aggregate supply. The course is divided into three main parts: first, national income accounts; second, a static analysis of the aggregate market for goods and services using both Keynesian and neo-classical approaches; and third, the applications of macro theory to the problems of domestic stabilization and the balance of payments. A text will be announced. Evaluation will be based on several tests and a final exam. Prerequisite is BEC 282 Principles of Macroeconomics.

**BEC 384 Managerial Economics**

Staff

The emphasis of this course is upon applying theoretical economics to problems faced by managers of private business. A number of case studies will be used, and business simulation games will cover some areas of the subject. The goal is to improve the students' knowledge of the problems business managers must cope with and to give the students skills in using economic tools as aids in resolving these problems. Required reading will include one text. Evaluation will be based upon performance on case studies and quizzes. This course is primarily for the students concentrating in management, but any student who has a background in economics and is interested in application will enjoy the course. Students taking this course should have had BEC 381 Intermediate Microeconomics or permission of the instructor.

**BEC 386 Money and Banking**

Staff

In this course attention will be given to the structure of commercial banking in the United States,

how the structure evolved, and what sort of functions banks perform in today's modern market economy. The course will also deal with monetary theory. The goal is for students to learn the structure and functions of commercial banks and to broaden their understanding of a money economy. One textbook will be the required reading for the course. Evaluation will be based on performance on semester tests plus a final exam. This course is primarily for students concentrating in economics or in management with an economics emphasis. Students should have taken BEC 282 before taking this course.

**BEC 388 Economic Development**

Prof. Tom Oberhofer

This course will focus on the problems faced by economically developing countries. It has two general goals: (1) to understand what factors contribute to or retard the process of economic development and (2) to investigate how domestic and international resources can be effectively utilized in pursuit of development goals. The course will investigate noneconomic (i.e., cultural, political) as well as traditional economic aspects of development. Evaluation will be based on class participation, a paper and examinations. A text will be used, supplemented by outside readings. Prerequisites are BEC 281 Principles of Microeconomics or BEC 282 Principles of Macroeconomics.

**BEC 450 (Directed Study)**

**History of Economic Thought**

Prof. Tom Oberhofer

The purpose of this course is to trace the evolution of economic ideas as developed and expounded by Western economists. The attempt will be made to demonstrate the linkage between changing economic ideas and changing sociopolitical conditions. The student will familiarize himself with the teachings of the mercantilists, the physiocrats, Adam Smith, Malthus, Ricardo, Mill, Marx, Marshall, the German and American schools of thought. A text will be used, supplemented by outside readings. Evaluation will be based on a paper and tests. Prerequisites are BEC 281 and 282 or permission of instructor.

**BEC 484 Public Finance**

Prof. Tom Oberhofer

This course focuses on the fiscal operations of federal, state and local governments. We investigate the major components of the American tax system (income, sales, property, social security). In addition we investigate expenditure patterns

for all levels of government. We discuss the fiscal relations between different levels of government (leading to a review of revenue sharing), the distributional impact of the fiscal system and policy options available to government for dealing with such problems as poverty (the negative income tax), education and economic growth. A text will be used, supplemented by outside readings. Evaluation in the course will be based on semester tests and a final exam. A paper will be required. The prerequisite is BEC 281 or BEC 282.

### BEC 488 International Economics      Staff

This course presents a consideration of international trade and international finance theory and policy. The balance of international payments, exchange-rate adjustment, the nature of the gains from trade, and U.S. commercial policy are among the principal topics included. There will be one basic text, with additional library reading and written reports. Two tests and a final examination will serve as criteria for evaluation. Prerequisites are BEC 281 and 282, Principles of Microeconomics, and Principles of Macroeconomics. Offered in 1979-80, then in alternate years.

## EDUCATION

### Elementary and Early Childhood Education

The Elementary Education major requires a minimum of 15 courses in general education, with not less than two courses and not more than four courses earned in each of the five following areas: communication (two to four courses), human adjustment (four courses), biological sciences, physical sciences, and mathematics (two courses), social sciences (two to four courses), humanities and applied arts (four courses). The major also requires seven courses and one winter term of professional preparation. The Elementary and Early Childhood Education major has the same requirements as the Elementary Education major, but requires nine courses and one winter term of professional preparation.

### Secondary Education

Eckerd College has approved programs for Secondary Education in art, biology, chemistry, drama, English, French, German, history, humanities, mathematics, music, physics, psychology, social sciences, sociology and Spanish. The program includes six courses in professional education and sufficient required courses to qualify for a major in the content area.

### AED 118 (Modes of Learning) Early Childhood Education I

Prof. Frank Schorn

The growth of the young child from infancy to age six will be examined in an attempt to establish links between biological, familial, and cultural influences on the child and the design of outstanding early educational practices. Students will observe one child with particular attention to individual differences including birth order, sensory stimulation and deprivation, sex, race, and social class in relation to intellectual functioning, socialization patterns, and aptitudes. Evaluation will be based on an anecdotal record and exploration of issues such as design and implementation of early childhood curricula, alternate staffing, and the role of the family.

### AED 119 (Modes of Learning) Environments of Learning

Prof. Richard Bredenberg

A study of the various formal and informal environments in which learning occurs in order to discern how learners learn and how teachers teach. The environments include: schools—public and private, traditional and innovative; other learning centers—libraries, museums, galleries, science centers, places of business, correctional institutions, churches; programs—for the handicapped, the gifted, the average, the child, the adult, the aged. In addition to regular meetings, the class will make six field trips. Students will identify elements of learning theory and appraise the teaching and managerial skills involved in each program in relation to learning theory. Each student will research one program in depth and participate as a para-professional for 40 hours in that program. The text will be **Understanding School Learning** by Michael J. A. Howe. Evaluation will be based upon the quality of the para-professional performance, a journal, and two examinations.

### AED 203 Early Childhood Education II

Prof. Molly Ransbury

Emphasis is given to the development and implementation of plans for an optimum learning environment for three, four, and five-year-olds. A complete instructional unit is designed as part of a series of theory-oriented seminars and then operationalized within a licensed early childhood program. Evaluation is based on the effectiveness of the unit design as determined by child-learning outcomes, the creativity of the design unit, and the extent to which the unit incorporates a sound theoretical base. Prerequisite: Early Childhood Education I.



**AED/APS 207 Group Dynamics***Prof. Frank Schorn*

This course is divided into three parts. Part one explores the interpersonal conditions apparent in most task-oriented groups. Part two deals with the utilization of group approaches to facilitate communication, and part three considers the implementation of these techniques within the context of a professional working environment. The course will deal with theoretical perspectives and will provide for maximum student participation. Required texts will be **Group Dynamics** by Shaw and **Group Processes in the Classroom** by Schmuck. Evaluation will be based on periodical assignments and through a negotiated paper or project. Prerequisite is introductory psychology or permission of instructor.

**AED 250 (Directed Study)****Education Experience: Alternative School***Prof. Molly Ransbury*

The purpose of this directed study is to offer the student the opportunity for viewing approaches to the educational process, assessing the concept of man as learner, evaluating the learning process, and refining attitudes toward schooling. Requirements include observing in several alternative schools, and conducting a teaching project in one school. Evaluation is based on a weekly conference with the school director, the professor, and the school staff. A video tape progress report is to be made and presented to a group of students in education for evaluative feed-back.

**AED 322 Methods of Teaching Reading***Prof. Molly Ransbury*

An investigation of the theory of reading is followed by practice in recognizing and diagnosing reading problems. Through a series of seminars and one-to-one experiences with children, the student develops competency in evaluating pre-reading skills; decoding, comprehension reference, and study skills. Evaluation is based on a diagnostic report for one child that employs both informal and formal diagnostic procedures. Prerequisite: admission to the Elementary Education program, or approval of the instructor. First preference will be given to students in the Elementary Education program.

**AED 340 Issues and Trends in Special Education***Prof. Frank Schorn*

This course is designed to help the student explore key issues in education. Areas will include an examination of instructional alternatives, legal issues, and modes of professional col-

laboration. In addition, students will examine the interface between regular education and special education. The entire range of exceptionalities will be considered. Students interested in careers in Special Education, Elementary Education, or Secondary Education and Child Psychology will find this course particularly appropriate. Evaluation will include assessment of periodic assignments as well as a final examination. An optional practicum can be arranged in a variety of exceptionalities. Required text **Special Education in Transition** by Jones and MacMullen.

**AED 351 (Directed Study)****British Innovative Education***Prof. Molly Ransbury*

Since the publication in 1960 of A. S. Neill's **Summerhill: A Radical Approach to Child Rearing**, Americans have become extremely interested in British education. The British pre-school play-group, middle school, infant school and open university have emerged as primary models for American educational innovation. The purpose of this course is to provide a structure for the study of British education. Evaluation will be based on two papers: a three to five page background research document demonstrating familiarity with British education; and one concentrating on a particular segment of British education, which will describe current trends and issues, compare the topic under study to a selected norm, evaluate the results, and present an annotated bibliography.

**AED 401 Elementary Education Methods I***Prof. Frank Schorn*

This course includes an investigation of both the theory and practical application of methodologies of academic instruction. Through a series of seminars, individual conferences, observations, and one-to-one experiences with children, the student will explore, plan, and evaluate approaches to communication as a teacher. Evaluation will be based on the student's oral presentation of constructive suggestions for improving methodology, as well as on a tutoring journal.

**AED 421 Psychology for Education***Prof. Frank Schorn*

This is a study of the psychological foundations of education with emphasis upon those which have application for the classroom teacher. The course is interrelated with experiences of student teachers and is a requirement of candidates for elementary and secondary education certifi-

cates. The course is open to others by permission of the instructor.

### AED 422, 423, 424

#### Professional Elementary Education

*Profs. Molly Ransbury, Frank Schorn*

The professional semester for Elementary Education interns includes participation in all phases of the operation of an elementary school. Interns practice their teaching skills at both the primary and intermediate grade levels within each of three methods of classroom organization: open space, self-contained, and team-teaching. The intern also spends time in direct study with the school principal, social worker, guidance counselor, learning resources director, language arts specialist, and art, music, and physical education teachers. Prerequisites: admission to the Teacher Education program and the successful completion of all courses for Elementary Education certification except Issues in Education.

### AED 431 Pre-Internship

*Prof. Richard Bredenberg*

This is an experience-oriented course conducted primarily in the public secondary schools. Each student will be assigned to work with a public school teacher for ten hours per week for one semester. Activities may include assisting in individualized instruction, tutoring small groups, teaching micro-lessons. Evaluation will be based on written self-appraisal as a candidate for the teaching profession, a written evaluation by the public school directing teacher, and an observation of the student's teaching by the professor. Prerequisite is admission to the Teacher Education program.

### AED 435, 436, 437 Professional Education

*Prof. Richard Bredenberg*

The first four-and-a-half weeks of the semester include a variety of experiences to equip students with skills for classroom teaching. The curriculum strives for student competency in the use of audio-visual materials, applications of learning theory to the classroom, special methods of teaching, knowledge of the operation of the public schools, and recent innovations in education, followed by nine weeks of student teaching during which the student teacher assumes full teaching responsibility. Prerequisites are Psychology for Non-majors, Preprofessional Experiences I and II, or Pre-Internship, and formal admission to the Teacher Education program.

### AVS 484 Issues in Education

*Prof. Molly Ransbury*

The sociological foundations of education are explored in this Creative Arts Collegium colloquium. This seminar includes: reports and comments on internship observations and interactions; discussion of assigned reading from texts, periodicals, and the press; interviews with visiting experts, i.e., school board members, classroom teachers, parents and children; exploration of media as it relates to education; studies of the expectations of individuals and societies concerning education; development of a statement of personal-professional value demonstrating an integration of data from curricular experience.

## ENVIRONMENTAL STUDIES/ EARTH SCIENCES

Two closely related programs are available for students interested in multidisciplinary preparation for careers or graduate study in areas related to Environmental Planning, Natural Resource Management and other areas concerned with the dynamics of the Environmental and Earth Sciences. Students may obtain an **Earth Sciences** major which includes broad preparation in the natural and physical sciences. Ordinarily students will complete courses in the following areas: Invertebrate Zoology, Botany, Chemistry I and II, Physics I and II, Geology, Oceanography, Ecology, Paleontology, Meteorology and Climatology, Geography and a seminar in Ecology, Evolution and Natural Resources. Each student will usually elect additional courses in the Natural and/or Behavioral Sciences according to individual interests. A student may also plan an **Environmental Studies** program which will fit individual needs under the guidance and approval of a Faculty Supervisory Committee. Several particular areas of study are especially pertinent to the Environmental Studies. These include: Invertebrate Zoology, Botany, Ecology, Advanced Topics in Ecology, Chemistry I and II, Statistics, Precalculus skills, Computer Programming, Social Psychology and Cultural Anthropology. For either a B.A. or B.S. degree, students will ordinarily be expected to do a senior thesis concerning some aspect of the local environment. Additional supporting courses in the Natural and/or Behavioral Sciences will be recommended depending upon the specific direction a student wishes to take.



Refer to the following course descriptions related to the Environmental Studies/Earth Sciences major:

NBI 197	Plant Biology
NBI 199	Marine Invertebrate Biology
NBI 301	General and Aquatic Ecology
NBI 402	Advanced Topics in Ecology
NCM 205	Astronomy
NCM 207	Geology
NVS 482	The Oceans and Man
NVS 483	Ecology, Evolution and Natural Resources
NCH 121	Concepts in Chemistry I
NCH 122	Concepts in Chemistry II
NPH 141	Fundamental Physics I
NPH 142	Fundamental Physics II
NCM 113	Computer Algorithms and Programming
NMA 103	Principles of Statistical Inference
BPS 302	Social Psychology

Other courses to be announced: **Meteorology and Climatology, Paleontology, Geography, Cultural Anthropology.**

## FRENCH/FRENCH AREA STUDIES

For a major in French, eight courses beyond elementary French are required, and students may choose from among the following offerings: Intermediate French I and II, Introduction to French Literature I and II, Advanced Conversational French, Advanced Composition and Grammar, Survey of French Literature to 1600, The Classical Theatre, Eighteenth Century French Literature, Nineteenth Century French Literature, Twentieth Century French Literature and French Area Studies. Supporting work in other areas is advisable. Study abroad during the Junior year in Avignon at the Institute for American Universities (with which Eckerd is affiliated) is strongly recommended. In addition, a concentration in French Area Studies may be planned with the appropriate faculty member.

### CFR 110 (Modes of Learning)

**Elementary French** Prof. Réjane Genz

### CFR 102 Elementary French

Prof. Henry Genz

This course is designed to give the student a basic facility in four skills: listening comprehension, speaking, reading, and writing. In addition to regular class sessions, there will be listening and speaking practice in the laboratory. Short teaching films will be used throughout the course. Attention will also be given to methods and techniques used in language learning. Text-

book: Harris and Lévêque, **Basic Conversational French**, 6th edition. No prerequisites for CFR 110; prerequisite for CFR 102 is CFR 110 or equivalent.

### CFR 105 Reading French: A Direct Approach

Prof. Henry Genz

This course is for the student with little or no previous study of French who would like to acquire a basic reading knowledge in a short period of time and will involve a study of vocabulary, idioms, grammar, and extensive practice in translating from French to English. Each student will undertake a reading project of his choice. Translation from French to English of research articles in the student's major field is especially encouraged. Text: Palmeri and Milligan, **French for Reading Knowledge**. Requirement: open to students who have had no more than one year of college French. Offered in 1979-80, then in alternate years.

### CFR 201 Intermediate French

Prof. Réjane Genz

### CFR 202 Intermediate French

Prof. Henry Genz

Reading of short stories, essays, novel excerpts, by outstanding writers; grammar review; lab practice; films; emphasis on the simultaneous development of the four language skills: speaking, oral comprehension, reading, and writing. Reading list: **French Prose: An Intermediate Reader** by Galpin and Milligan. **Intermediate Conversational French**, Third Edition, by Harris and Lévêque. Work to be submitted for evaluation: bi-weekly tests, final exams, outside project. Prerequisite: for CFR 201, two courses of college French or two years of high school French; CFR 201 or equivalent is a prerequisite for CFR 202.

### LFR 320 Advanced Conversational French

Prof. Réjane Genz

The emphasis in this course is on colloquial French. The students will have the opportunity of suggesting the topics of conversation. They will be asked to read articles in French magazines; they will learn to handle all types of correspondence in French, and to write newspaper articles. Materials to be used include: **Dictionnaire de l'argot moderne, dictionnaire des difficultés de la langue française** and **Entre-nous**, an entirely new type of textbook just published by a Yale professor who compiled a series of conversations with French and American college students in his own advanced conversation class at

Yale. Evaluation will be based on the degree of participation in all aspects of the course. Prerequisite: A third year level of proficiency is generally expected, but second year students will be admitted in the course upon recommendation of their professor. Offered in 1978-79, then in alternate years.

### LFR 321 Introduction to French Literature I Prof. Réjane Genz

The main purpose of this course is to further the students' knowledge of the language through literature. Therefore, no attempt is made to offer a survey of literature, and most of the plays and novels are by contemporary writers: Gide, Mauriac, Camus, Saint-Exupéry, Ionesco, etc. Class meetings consist entirely of discussions, and participation is an important factor in evaluation. Evaluation will be based on a journal, class participation, and a final examination. Prerequisite: third year level of proficiency in French.

### CFR 402 Survey of French Literature to 1600 Prof. Henry Genz

A study of representative medieval and Renaissance works including *La Chanson de Roland*, *Le Roman de la rose*, the poetry of Villon, Du Bellay and Ronsard, *Gargantua* and *Pantagruel*, and selected essays of Montaigne. Evaluation will be based on oral reports, term paper and final exam. This course is taught in French. Prerequisite: completion of at least one third-year level college French course. Offered in 1979-80, then in alternate years.

### LFR 423 Nineteenth Century French Literature Prof. Réjane Genz

The purpose of this course is to study the works of the most important novelists and poets of that period, including Balzac, Stendhal, Flaubert, Zola, Baudelaire, Rimbaud, Mallarmé. Evaluation will be based on a journal and on class participation. Prerequisite: Normally three years of college-level French or the equivalent. However, any student who has a good reading knowledge of French is eligible. Offered in 1978-79, then in alternate years.

### CAS 284 French Area Studies Profs. Henry, Réjane Genz

For description, see AREA STUDIES.

## GEOGRAPHY

### CGE 290 Independent Study Geography Prof. Dudley DeGroot

This course is designed to introduce the student to the basic concepts, theories and substantive material of the field of modern geography. The relationship between material environment and man's culture systems will be examined. *Introduction to Geography* by Murphy will be utilized as the basic text, along with a number of maps. Evaluation will be based upon completion of a series of exercises, required map work and periodic oral discussions of the materials with the sponsoring professor.

### CGE 390 Independent Study World Regional Geography Prof. Dudley DeGroot

This course is designed to study the relationship of the activities of man to his natural environment on a world wide basis. The relationship between such geographic variables as soils, land forms, climate, vegetables and minerals, and the cultural systems of different areas of the world will be explored. *Regional Geography of the World* edited by Wheeler, Kostbade, and Thoman will be the basic text. Evaluation will be based upon completion of a series of short "problem papers", periodic discussions with the sponsoring professor, and a final oral examination.

## GERMAN/GERMANIC AREA STUDIES

A student who wishes to major in German language and literature must complete eight courses in that subject beyond elementary German; one of these courses should be German Area Studies. The student must also complete a reading list of major German authors or works not covered by course offerings. Study abroad is strongly recommended. In addition, a concentration in Germanic Area Studies may be planned with the appropriate faculty member.

### CGR 110 (Modes of Learning) CGR 102 German Conversation through Film I, II Prof. Kenneth Keeton

Elementary German conversation presents the language through filmed situations which are then discussed by two methods: patterning and grammatical analysis. The student will choose the method appropriate to his need and learning habits. Satisfactory completion should enable



the student to function in a German-speaking country and pursue further study of the language and literature. Films are supplemented by interesting, but elementary, reading material. Work to be submitted for evaluation: regular quizzes and a final oral/written exam. Prerequisite for CGR 102 is CGR 110 or the equivalent.

**CGR 150/151 (Directed Study)  
Programmed Elementary German I, II**  
*Prof. Kenneth Keeton*

A programmed course which allows the good student (good in the sense of language aptitude) to move at his own pace. Content involves both grammar and speech. Text and tapes: **Programmed German**, edited by K. Keeton. Work to be submitted for evaluation: weekly quizzes; final oral and written exam.

**CGR 201/202 Intermediate German  
Through Film III, IV** *Prof. Kenneth Keeton*

This program consists of 26 filmed episodes. It provides the basis for a structural study of the language and continued development of basic skills through the active use of German in class discussion. The films, which were produced in Germany, offer a valuable introduction to German culture and life-styles, in addition to native language models. Evaluation is based on regular class participation, oral and written assignments, and quizzes. Prerequisites: CGR 110/102 or the equivalent for CGR 201; CGR 201 for CGR 202.

**CGR 301 Introduction to German Literature**  
*Prof. Kenneth Keeton*

The course will introduce the student to three Nobel prize winners: Thomas Mann, Hermann Hesse, and Heinrich Boll. Selected short works by each of these writers will be read and discussed in German to gain insight into pre- and post-World War II literature. Evaluation is based on class participation in discussion, written and oral reports, and an in-depth study of one of the authors. Prerequisites: CGR 202 or equivalent.

**CGR 350 (Directed Study)  
German Phonetics** *Prof. Kenneth Keeton*

This is directed study through text and tapes by native speakers. Students learn phonetic alphabet, speech patterning, and inflection of High German through written and oral example. The final exam consists of both oral and written transcription from Roman script to phonetics and from phonetic to Roman. This course is required of future teachers of German. W. Kuhlmann, **German Pronunciation**, translated and

edited by D. Nichols and K. Keeton, will be the text.

**CGR/CLI 351 (Directed Study)  
Life and Works of Franz Kafka**

*Prof. Kenneth Keeton*

This directed study includes the major short stories, the three novels, and the two volumes of diaries of Franz Kafka. Additional reading includes biographical material and selective critical readings. The course may be taken in either German or English. Weekly discussions are recommended though the syllabus contains assignments that may be submitted in writing. These weekly assignments plus a major term paper determine the grade. There are no prerequisites for English; German students should have advanced standing.

**GREEK**

Please see CLASSICS

**HEBREW**

**CHE 101/102 Introduction to Modern  
Hebrew** *Rabbi Morris Chapman*

This is an introductory course in conversation, reading, composition, and grammar. All lessons are designed to give students growing skills in comprehending written and oral Hebrew. Criteria for evaluation include class participation, written assignments, and oral expression. Texts: Blumberg and Lewittes, **Modern Hebrew**, Book I; M. Ron, **Shah-ahr L'Ivrit**, Book I.

**CHE 201/202 Intermediate Modern  
Hebrew** *Rabbi Morris Chapman*

A more intensive approach to conversational Hebrew and an appreciation of Jewish concepts. Special attention will be given to individual needs. Criteria for evaluation include class participation, written assignments and oral expression. Texts: Blumberg and Lewittes, **Modern Hebrew**, Book II; M. Ron, **Shah-ahr L'Ivrit**, Book II. Prerequisite: CHE 102 or permission of instructor.

**CHE 301/302 Advanced Modern Hebrew**  
*Rabbi Morris Chapman*

An in-depth study of the fine points of Hebrew grammar and idiomatic oral expression. Emphasis will be placed on the individual's special area or interest. Criteria for evaluation include class participation, written assignments and oral

expression. Texts: Blumberg and Lewittes, **Select Readings in Hebrew Literature**; M. Ron, **Shah-ahr L'Ivrit**, Book III. Prerequisite: CHE 202 or permission of the instructor.

## HISTORY

The requirements of a major in history are competence in United States history, European history, and one additional field of history, to be determined by written comprehensive examination in the Senior year. The level of competence in each field is the equivalent of three courses in the field. In addition, students will be required to demonstrate competence in historiographical skills and knowledge, to be determined by oral examination.

### LHI 111 (Modes of Learning) The Nature of History: World War II

*Prof. William Wilbur*

This course is an introduction to the kinds of questions historians ask, and the materials they utilize. The specific topic for historical investigation may change from year to year. For 1978-79 the course will focus on the era of World War II. A wide variety of historical approaches will be included, as will some of the philosophical issues raised in historical inquiry. Its purpose is to encourage critical thinking and the growth of historical understanding through an analysis of the era of World War II. Various aspects of the origins, course and consequences of the war will be dealt with through readings, discussions, lectures, and film. The approach will be selective, focusing on certain important historical problems, rather than a general coverage of the war. Readings will be drawn from selected paperbacks. Evaluation will be based upon class participation and three short papers on topics handed out in class.

### LHI 112 (Modes of Learning) Problems in American Civilization

*Prof. William McKee*

This course will examine several historical developments that have been important in shaping contemporary American civilization: Puritanism and the American character, racism from plantation to ghetto, immigration and the myth of the melting pot, feminism and the myth of the American woman, imperialism and the mission of America, capitalism and the welfare state, and the American dream and the future. As a modes of learning course, it will develop the skills of analysis, criticism, and evaluation involved in historical explanation and the application of

historical knowledge to current problems. Readings will be from both primary and secondary historical sources, and will include controversial interpretations. Criteria for evaluation will include participation in discussion, student reports, brief papers, and a research paper.

### CHI 113 (Modes of Learning) Revolutions in the Modern World

*Prof. William Parsons*

Students will examine revolution in the modern world from three perspectives: revolution as an idiographic phenomenon with an in-depth examination of the French and Russian Revolutions; revolution as a comparative study, based on Brinton's **Anatomy of Revolution**; and revolutionary leadership, with particular emphasis on Mao Tse-Tung's role in the Chinese revolution. Students will write three short papers (two-three pages) analyzing and evaluating the assigned readings and topics, and they will write one medium length research paper (eight-twelve pages) on a revolution, or some aspect of revolution not dealt with by the entire class. In addition to the above papers, evaluation will be based on participation in discussion and two hour exams. Offered in 1979-80, then in alternate years.

### CHI 114 (Modes of Learning) Global History

*Prof. William Parsons*

This course provides an overview of the history of mankind from the emergence of the major Eurasian civilizations to the present. Several organizing principles which seek to make sense of human history will be examined, but the general framework for this course will be the principle of cultural diffusion and the interaction of cultures as developed by historian William McNeill. A major focus of the course will be the reasons for the rise of the West and the interaction of Western ideas and institutions with the rest of the world since 1500. Evaluation will be based on the development of a variety of skills important for further work in history and area studies: participation in discussion based on critical reading of primary and secondary sources; one book review and one short research paper (10-12 pages); two hour examinations and a final.

### LHI 150 (Directed Study) Your Family in American History

*Prof. William McKee*

This directed study course will enable the student to study the history of his or her own family within the context of American history, relating



it in particular to the development of American communities, the great migrations of peoples, the depression, and World War II. An effort will be made to examine the meaning of the American Dream to the different generations. The student will do some background reading in recent American social history, and then will undertake to write a family history. The course will require some research in family records and interviews with family members, so it should be taken during a term when the student will be able to spend some time at home. Evaluation will be based upon a number of brief preliminary papers, and a major paper on the history of your family in American history.

### **CHI 201 Europe in Transition: 1492-1815**

*Prof. William Parsons*

The French Revolution and the Industrial Revolution changed dramatically European civilization, and the future course of world history. This course will examine this dual revolution, and its roots in the transition from the medieval world to the modern age with particular emphasis on the Age of Exploration and Expansion of Europe, the Protestant Reformation, and the Scientific and Intellectual Revolutions of the Enlightenment. Criteria for evaluation will include class participation, short papers, and two hour exams.

### **CHI 202 The Foundations of Contemporary Europe: 1815-1945**

*Prof. William Wilbur*

This course focuses on European nationalism and liberalism, the industrial revolution, the rise of mass democracy, modern political parties, Marxism and class conflict, the nature of the "new" imperialism, World War I and its consequences, the Russian Revolution, the depression, and the rise of totalitarian dictatorships. Intellectual developments such as Romanticism, Social Darwinism, existentialism, and Freudian psychology are examined in their historical context and evaluated for their impact on Western society. Basic reading from a selected text, with emphasis on using selected source materials, novels, plays, films, and recordings. Evaluation will be based on quality of participation in class discussions, imaginative use of written and audio-visual materials in oral and written reports, mid-semester test and a final examination. Note: this course is one of a series of three, the other two being Europe in Formation: Medieval and Renaissance and Europe in Transition: 1492-1815.

### **LHI 223 History of the United States to 1877**

*Prof. William McKee*

This course surveys the history of the United States from the colonial beginnings to the aftermath of the Civil War. It will examine the colonial foundations of American society and culture, the American Revolution, the development of a democratic society, slavery, the Civil War, and Reconstruction. Emphasis will be placed on various interpretations of the American experience. Students will be expected to read widely in the historical literature. Criteria for evaluation will include participation in discussion, several short papers, a midterm examination and a final examination.

### **LHI 224 History of the United States Since 1877**

*Prof. William McKee*

This course will survey the transformation of the United States during the last century from an agrarian to an industrial nation. It will examine the impact of the industrial revolution, urbanization, the rise to world power, the maturing of American capitalism, the New Deal, world war and cold war, and recent developments in American society. Emphasis will be placed on social and cultural developments as well as political and economic history. Students will be expected to read widely in the history of the period. Criteria for evaluation will include participation in discussion, several short papers, a midterm examination, and a final examination.

### **CHI 241 The Rise of Russia**

*Prof. William Parsons*

This course will examine the evolution of the Russian state and society from the origins of the Kievan state in the ninth century to 1801. Emphasis will be placed on the importance of external factors (Byzantium, the Mongol Invasion, conflicts with Germans, Poles, and Swedes, and the influence of the West) on the development of a uniquely Russian civilization. The basic reading for this course is Riasanovsky, **A History of Russia**. In addition, selected primary sources, monographs, essays, and films will be used. A special effort will be made to examine the ways in which Russian and Soviet historians have interpreted their own past experience. Students will be evaluated on the basis of participation in class discussion, several short oral and written reports, and a final exam. Offered in 1979-80, then in alternate years.

**LHI 241 History of Modern Britain  
Since 1714**

**LHI 251 (Directed Study)**

*Prof. William Wilbur*

This course traces the development of modern Britain from the accession of the first Hanoverian King, George I, to contemporary times. During this period Britain spawned the Industrial Revolution, became the world's largest empire, developed the cabinet system of government, transformed its own society from an agrarian oligarchy to an industrial democracy, became a welfare state, and finally lost its imperial power. Assigned readings will be drawn from a basic text, source collections, and essays in historical interpretation. Evaluation will be based on the quality of participation in class discussions, short papers, a midterm and final examination. Prerequisite: LHI 240 or permission of the instructor.

**CHI 243 Cultural History of Russia**

*Prof. William Parsons*

An examination of a succession of cultural epochs in Russian history, beginning with a brief look at the Kievan and the Muscovite Russia, and then studying Russian culture as part of the Europeanization process initiated by Peter the Great and his successors. The Golden Age of Russian culture in the nineteenth century will be examined. Finally, revolutionary culture and Soviet attitudes toward culture following the revolution will be studied. Textbooks, films, primary source materials, and illustrated lectures will be used. The reading list will be available later. Evaluation: several short papers; final exam. No prerequisite, but open to Freshmen, only with permission of instructor. Offered in 1978-79, then in alternate years.

**CHI 250 (Directed Study) Japanese**

**Cultural History** *Prof. Gilbert Johnston*

This is a general introduction to Japanese culture using an historical approach and going into considerably more detail than is possible in East Asian Area Studies. Different aspects of the culture, including art, religion, literature, dominant values, and political structures, will be included. The course has the two-fold purpose of helping one come to an understanding of Japan and the Japanese as they are today and, at the same time, foster appreciation for unique values and cultural patterns of the past. Extensive bibliographical suggestions are provided with the course outline. The course is designed to be done on a semester basis and involves a series of brief bi-weekly papers and a longer paper or

examination at the end. CAS 282 is recommended as a prerequisite.

**LHI 252 (Directed Study) History of London**

*Prof. William Wilbur*

This is a course in urban history designed primarily for students in residence at the London Study Center. It focuses on London as the first truly modern city and offers the student insights into problems of urban history. Evaluation is based on the quality of a journal annotating visits to historical sites and museums, and observations of London life; and a documented research paper focusing on some approved topic on London history and utilizing wherever possible maps, plans, architectural drawings and primary sources available at the Guildhall Library.

**LHI 253 (Directed Study)**

**United States History** *Prof. William McKee*

The purpose of this course shall be to study the historical development of a democratic civilization in the United States. Emphasis is placed upon social, economic, and political developments which have been significant in shaping contemporary American society. Specific topics to be studied include the colonial foundations of American civilization, the American Revolution, nineteenth-century democracy, slavery, Reconstruction, the Industrial Revolution, and the New Deal. Students will write a brief paper on each topic, based on assigned readings. There will be a final examination.

**LHI 281 History of Canada Since the**

**French Settlement** *Prof. William Wilbur*

This course explores the process by which Canada has developed from a few scattered colonies into an independent nation based upon two predominant linguistic and cultural groups, French and English. Canadian history reveals fundamental differences from the American experience and these will be examined by focusing on the principal political, economic, social, religious and cultural forces which have shaped Canadian society. Class discussions will focus on readings from a basic textbook, selected source materials, and one or more novels. Films and other audio-visual materials will also be utilized. Evaluation is based on the quality of class discussion, oral and written reports, and a final examination. Offered in 1979-80, then in alternate years.



**LHI 322 The United States as a  
World Power** Prof. William McKee

This course will examine the role of the United States in world affairs in the twentieth century. In addition to surveying the history of American foreign policy, special stress will be placed upon various views of the proper role of the United States in the world: such as imperialism, internationalism, isolationism, pacifism, collective security, "New Left" anti-imperialism, etc. We will examine the recent controversies over the origin and nature of the Cold War. The required texts will present contrasting "orthodox" and "New Left" interpretations. Students will write a term paper examining the views held by a significant American leader on the role of the United States in world affairs. Open to students with some previous work in American history or political science. Offered in 1978-79 and alternate years.

**LHI 345 American Social and Intellectual History I** Prof. William McKee

This course will examine the history of American thought, culture, and social institutions from the colonial period until 1865. The thought of Puritanism, the Enlightenment, and nineteenth century democracy will be studied in depth. Special attention will be paid to slavery and racism as contradictions to the prevailing democratic culture, and both pro-slavery and anti-slavery literature will be studied. This is an advanced level course in American history, and some previous college work in American history will be assumed. Offered in 1979-80 and alternate years.

**LHI 348 The New Deal** Prof. William McKee

This is a seminar course on the era of the New Deal. Taking a broad look at America during the decade of the 1930's, it will attempt to assess the impact of the depression on American life and the contributions of the New Deal. It will examine the thesis that the depression marked a major watershed in recent American history, and that the New Deal established the basis for the contemporary democratic consensus and the outlines of a liberal capitalist welfare state. Criteria for evaluation will include participation in discussion, brief papers based on the common reading, and a major research paper or project. Not open to Freshmen. Offered in 1978-79 and alternate years.

**LHI 349 History and Appreciation of  
Modern Painting** Prof. Keith Irwin

This semester course covers the period in European painting from Cezanne through World

War II. The purposes of the course are to provide the student with a knowledge of the progress and fluctuations in the painting of the period and the relationships of this art with the larger events of the period; a knowledge of the various schools and institutional groupings of artists; an ability to analyze and appreciate a painting; familiarity with the lives and personalities of the painters; and finally, the opportunity to be enchanted. Freshmen and Sophomores may be admitted with the consent of the instructor.

**LHI 350 (Directed Study) History of the  
British Empire-Commonwealth Since  
1783** Prof. William Wilbur

This course focuses on the "second" British Empire, the period since the loss of the British North American colonies in 1783, and aims to give some understanding of the causes, nature, and consequences of British imperial expansion in the nineteenth century and the reasons for the collapse of British power in the twentieth century. Evaluation will be based primarily upon four or five short written and oral research reports, plus a term paper on a problem selected by the student. A college course in modern European or British history is a prerequisite.

**LHI 351 (Directed Study)  
The Industrial Revolution in America** Prof. William McKee

The purpose of this course will be to examine the impact of the industrial revolution upon American life during the last three decades of the nineteenth century. It will examine the processes of industrial, economic, and social change which produced a transformation of American society during this period, and the reactions of Americans to these changes. Work to be submitted for evaluation will include at least eight papers based upon readings. This is an advanced history course and some previous work in American history is a prerequisite.

**LHI 352 (Directed Study) The Progressive Movement** Prof. William McKee

This course deals with the Progressive Movement—one of the great movements for reform in American history. Required readings will examine the following: the nature of progressivism as a political movement, presidential leadership in the Progressive Era, progressivism and the reform of society, and intellectual developments in the Progressive Era. Approximately ten books will be required. This is an advanced history course and previous work in American history or political science is required.

**LHI 446 American Social and Intellectual History II** *Prof. William McKee*

This course will examine the history of American thought, culture, and social institutions from 1865 to the present. Emphasis will be placed upon the impact of Darwinism and industrialism on American thought, the Progressive Movement, and the crisis of liberal democracy in the twentieth century. Criteria for evaluation will include two hour tests, a term paper, and a final examination. This is an advanced level course in American history, and some previous college work in American history will be assumed. Offered in 1979-80 and alternate years.

**LVS 201 Western Civilization**

*Profs. James Matthews, Peter Pav,  
William Wilbur*

Who are we? Where did we come from? Where might we be going? What is civilization? Is a civilization described only in terms of its "high culture"? Are we currently civilized, or is Western civilization grinding to a well-deserved halt? We will attempt to answer such questions in this course, taking, as an example of a definition of civilization, Kenneth Clark's film series "Civilization." We will use the paperback of his scripts as a text, along with key cultural documents from the eleventh to the twentieth century. This Values Sequence colloquium is intended to help initiate Sophomore students into the Collegium of Letters, but is open to all upper division students. Students will be evaluated on six short papers, a midterm and final examination.

**LVS 306 American Myths**

*Prof. William McKee*

Social myths are dramatic images that express a people's concepts of what they are or hope to be. American history and culture are full of myths, which are important in shaping Americans' understanding of their identity and their history. This course will examine a number of myths that have run through American history, literature, and religion. Students will be encouraged to study myths in the American past, and their persistence in American culture. Among the books that will be used for common reading are: Henry Nash Smith, **Virgin Land**; John William Ward, **Andrew Jackson, Symbol for an Age**. Students will be expected to define topics for individual research in the role of myth in American history and culture. Evaluation will be based upon participation in discussion, a major term paper, and a final examination.

**CVS 382 One World** *Prof. William Parsons*

This colloquium examines a variety of international organizations which unite people, special interest groups, and governments to meet the problems of an increasingly interdependent world. All students enrolled will examine the values inherent in the United Nations, the World Council of Churches, and the International Communist Movement through readings, discussions, and one short research paper. Students will also select an additional international organization to research independently, and they will report their findings to the class in oral and written presentations.

**HUMAN RESOURCES**

An interdisciplinary major designed to prepare students for graduate work and/or paraprofessional careers in the helping relations. It has a core course program of Introduction to Human Resources, Developmental or Adolescent Psychology, Statistics, Introduction to Psychology or Psychology of Personality, Introduction to Sociology or Racial and Cultural Minorities, The Managerial Enterprise or Managerial Economics, Clinical and Counseling Psychology or Behavior Disorders or Psychometrics, and Group Process or Organizational Behavior. Also required are a practicum or internship, work in the creative and expressive fields, a winter term in the area and a Senior project, thesis or comprehensive examination. Students in this major choose in the Junior year one of the following tracks for emphasis: drug abuse counseling, youth services, mental health, leisure studies and community recreation, or humanistic studies.

**AHR 201 Introduction to Human Resources**

*Prof. Thomas West*

This course serves as introduction into the Human Resources major. Its interdisciplinary and experiential approach presents the broad field of helping relations within the framework of needs arising at crisis or passage points in the lives of individuals. How individual needs and community/family support systems mesh are explored theoretically and experientially. Basic intervention approaches in the helping relations are mastered—such as interviewing, first level counseling, perceptions of problems, support programs, value orientation, and the intuitive and analytical approach to problem solving. Field trips and guest speakers introduce the tracks in the Human Resources major—namely youth services, drug abuse counseling, mental



health, leisure and recreation studies, gerontology/applied sociology and humanistic psychology. Texts used are **Identity: Youth and Crisis** by Erik Erikson, **Passages** by Gail Sheehy, **Life-Span Developmental Psychology** by Nancy Datan and Leon Ginsberg, and **At A Journal Workshop** by Ira Progoff. Evaluation is based on field trip reports, class participation in role playing experiences, an Ira Progoff journal and a final paper integrating theory of development with the study of self and others.

### AHR 302 Community Mental Health

*Prof. Kirk Stokes*

This course will explore the theory, practice and evaluative procedures dealing with community mental health. Eckerd College will be viewed as a microcosm of a civic community and will be studied in depth in respect to the factors contributing or detrimental to mental health. Studies will be made of community systems which interact with a mental health program, such as "power" forces, courts, medical services, housing, security, education, and recreation. Treatment modalities, such as alternatives to hospitalization (day care, outpatient treatment, halfway houses, foster homes, supervised apartments) will be investigated in the larger community, using a NIMH model. Texts will be announced later. Student evaluation will be based on several critique papers, a depth study of a mental health system, participation in a class project and a final examination. Prerequisites are Introduction to Psychology or Introduction to Human Resources and Introduction to Clinical and Counseling Psychology and permission of instructor. Class limit of 12.

### AHR/APS 308 Introduction to Clinical and Counseling Psychology

*Prof. Thomas West*

This course will deal with personality theory, focusing particularly on the counseling process itself. Topics to be examined are general perspective, overview of theoretical foundations, the processes of counseling and therapy, and special areas of application. Text will be **Modern Clinical Psychology** by Sheldon Korchin. Outside readings from selected sources in books and journals will be assigned. Evaluation will be based on participation in one panel presentation, role playing in two counseling sessions, an annotated bibliography of the readings done during the course, a short paper on a specific topic of the student's choice directly related to counseling or clinical psychology, and a final exam. Prerequisites: one previous course in psychology and Junior or Senior standing.

### AHR/APS 309 Behavior Disorders

*Prof. Thomas West*

Any student planning a career in a helping profession would profit by knowledge and sensitivity in the dynamics of behavior. This course will explore, in depth, this area of inquiry with special attention being placed on behavior judged by society to be abnormal, disordered or unacceptable. We will approach this field from various models: the traditional or medical model; the learning theory model; and the humanistic growth model. Field trips, outside speakers, and films will be included. Required reading will consist of CRM Books; **Abnormal Psychology: Current Perspectives**, 2nd Ed., other articles. Pamphlets and print-outs will be added. Evaluation will be based on a midterm and a final examination and a term project. Prerequisites are introductory psychology and Junior or Senior standing. Course in personality theory, counseling and psychometrics are strongly recommended.

### AHR 401 Internship in Human Resources

*Staff*

This internship will focus on the helping relationship in such areas as mental health, leisure and recreation, drug abuse counseling and youth services. It is designed to place a student in an intensive and structured field based learning experience. The objectives are to help the student relate theory and practice in helping relationships, provide constructive and systematic feedback to students as they acquire a variety of helping skills, acquire a working knowledge of the professional world. Adequate supervision will be provided for all students by the site staff in cooperation with a faculty member of Eckerd College. The internship will involve an orientation program as well as periodic on-campus seminars. Each student will be given an individual needs assessment to personalize the learning experience as much as possible. Students will be required to keep a Progoff journal. In addition, a weekly review of all contracted goals and objectives will be held. Additional assignments and supplemental reading will be negotiated with the instructor and site personnel. A final integrative paper will be required. Students will participate in the work experience for approximately 280 clock hours. Prerequisite: permission of instructor.

### AVS 386 Ethical Issues and the Helping Professions

*Chaplain David Cozad*

The subject will be approached in terms of the broad societal setting of the helping profes-

sions. Personal and professional ethics will be viewed as an extension of social ethics. Initial focus will be on three issues: the socio-economic milieu of the future; the balance of individual rights and societal rights; and the question of social control vs. individual freedom. At an intermediate level, the concepts of social justice, planning and policy will be examined. No text will be used; required readings will be drawn from a variety of sources. Evaluation will be based on class participation, position papers, and a term paper.

## HUMANITIES

A student may graduate from Eckerd College with a humanities major by taking (1) Western Civilization, and either Human Nature or Western Myths; (2) five courses in literature, including one literary studies, two courses in a geographical area (e.g., American, British), and one literary genre course; and (3) five additional courses related by some principle of area, topic, or period to the work in literature. This program must be approved during the Junior year by a three person faculty committee representing the disciplines involved in (2) and (3) above.

## JAPANESE

### CJA 150/151 (Directed Study) Beginning Japanese I, II      Prof. Gilbert Johnston

This course makes use of taped dialogues and drills to guide the beginning student through imitation of native speakers. Memorization of typical sentence patterns and brief dialogues will be supplemented by weekly drill and testing sessions. The text is Jorden, Eleanor H., *Beginning Japanese*, Parts 1 and 2. Evaluation will be based on progress made in the seven scheduled conferences; and there will be two exams, oral and written.

## LATIN

Please see CLASSICS.

## LEISURE AND RECREATION

### ALR 111 (Modes of Learning) Leisure Services in Community Organization      Staff

Designed as a survey experience, this course introduces the student to many different kinds

of leisure service programs found in American communities. These include leisure services for the aging, the handicapped, colleges, municipalities, hospitals and other leisure programs offered by voluntary, commercial and social service organizations. The course focuses on four main areas: a literary study of the philosophy, purpose and need for recreation; investigation of the different classifications of leisure services in our community; observation of a broad variety of these services; and actual assistance to and participation in some of these programs. This study not only gives the students a clearer understanding of leisure and leisure services, but serves as a screening device whereby they may determine if they wish to pursue the Leisure/Recreation Studies Concentration. Texts will be *Leisure Services*, 5th edition by Sessions, Meyers, and Brightbill. Evaluation will be based on class participation, community experience, participation, journal, readings, project paper and final examination.

### ALR 270 Leisure Services Concepts      Staff

This course provides the student with a basic understanding and appreciation of the values and attitudes toward leisure and recreation. It gives the student a broad introduction to the field of leisure placing emphasis on such varied topics as the work ethic, leisure defined, play theories, organized recreation and social forces affecting leisure and recreation today. It is intended to help the student develop and put into operation his own concept of leisure and recreation. Texts will be *Concepts of Leisure* by Murphy and *Leisure—Theory and Policy* by Kaplan. Evaluation will be based on reports, projects, readings, unit examinations and term paper. Prerequisite is ALR 111.

### ALR 370 Leisure Services Programming and Leadership      Staff

In this course students will study Leisure Services programming principles, planning objectives, purposes and types of activities and program evaluation. Equal importance will be placed on the dynamics of recreation leadership, principles and practices of leadership in the Leisure Services and techniques and methods of leading recreational activities. The text will be *Recreation Today—Program Planning and Leadership* by Kraus. Evaluation will be based on reports, program planning, leadership skills, examination, leadership projects. Prerequisite is ALR 111.



## **ALR 475/476 Leisure Service Internship**

*Staff*

This course is for Junior and Senior Leisure Services majors. It gives them the opportunity to work as interns in one of the many St. Petersburg agencies. The student chooses the project that most nearly suits his future career plans. Some of the intern projects are geriatric, recreation for the handicapped, municipal recreation, hospital recreation. Weekly on-campus seminars are held to discuss experience and assignments. The text that the student uses depends on the group he interns with. Evaluation will be based on supervisor's evaluation, journal, case studies, reports and final examination. Prerequisites are all other ALR courses.

(See HUMAN RESOURCES major description.)

## **LITERATURE**

Students majoring in literature must take a minimum of eight literature courses. They will work out their schedules with their Mentors, according to individual needs. Literature majors must successfully pass a Senior comprehensive examination, covering in survey fashion English and American literature plus some methodological application; course selections should be made with this in mind. Special topics constitute an essential core of the literature program, providing discipline and focus on specialized areas which prepare students for the depth and clarity of study required for graduate school or a serious career in literature. Specific titles vary, depending on student interest, contemporary issues, and faculty research. In exceptional cases, students who have established their proficiency in literature may be invited to write a Senior thesis on a subject of their choice, in place of the comprehensive examination.

### **ALI 110 (Modes of Learning)**

**Literary Studies**      *Prof. Richard Mathews*

This is an introduction to the various literary genres with concentration on literary modes of learning. We will examine novels, an anthology of poetry, and a book of short stories. The class will approach these works stylistically as well as thematically. Consideration will be given to the medium of the printed word and the visual structures of literature, including some concrete poetry and experimental contemporary works. Texts will be announced. Evaluation will be based on class participation and three analytical papers (each on a different genre).

### **ALI 111 (Modes of Learning)**

**Literary Studies**

*Staff*

This is an introduction of the various literary genres with concentrations on certain novels, e.g., Gide's *The Counterfeiters*, Kafka's *The Castle*, an anthology of poetry, and a book of short stories. The class will approach these works stylistically as well as thematically. Students will be evaluated on the basis of class participation and three analytical papers (each on a different genre).

### **LLI 113 (Modes of Learning)**

**Literary Studies: Comparative**

*Prof. Howard Carter*

This section of Literary Studies will emphasize the comparative nature of studying literature. We will seek to develop skills of perception, analysis, and evaluation through reading, discussing, writing, and thinking. By taking a wide view of literature—chronologically, geographically, and interdisciplinarily—we hope to understand why it is important to humans and how it relates to many aspects of life and thought. Students will be evaluated on class discussion and preparation, two short papers, one longer literary study, and a final exercise.

### **CLI 232 Nineteenth Century Russian Novel**

*Staff*

Russian writers in the nineteenth century produced many great novels culminating in the world masterpieces of Tolstoy and Dostoevsky. This course will examine representative works of this great tradition including the following: Lermontov, *Hero of Our Time*; Gogol, *Dead Souls*; Goncharov, *Oblomov*; Turgenev, *Fathers and Sons*; Tolstoy, *Anna Karenina*, and Dostoevsky, *Crime and Punishment*. Two papers will be required: an analysis of a Russian novel not discussed in class, and a more general treatment of two or more of the novels discussed in class. Evaluation will be based on papers and participation in discussion. Offered in 1978-79, then in alternate years.

### **LLI 233 Introduction to Canadian Literature**

*Prof. Julianne Empre*

Although in this course we will sample the work of the most important Canadian authors to date, our focus will be mostly upon modern and contemporary examples of poetry, drama and fiction. Each student will be expected to identify a theme of particular interest (for instance, "the land" or "the search for identity," or "the woman figure" in Canadian literature), and to investigate this theme in three short papers.

Besides this, each student will be expected to participate in class discussion and to take the final examination. Offered in 1978-79, then in alternate years.

### **LLI 235 An Introduction to Shakespeare:**

#### **Motley, Murder, and Myrrh**

*Prof. Julianne Emprie*

This course will offer an introduction to Shakespeare through a sampling of each of his genres —poetry, comedy, tragedy, history, and romance. The focus will be dual: to develop a capacity to appreciate and evaluate Shakespeare's writings, and to enable the student to sense characteristic distinctions among the various genres in which Shakespeare worked. Each student will be responsible for participation in class discussion, a project-presentation of a portion of one of the plays, and two brief papers. There will be a final examination. The course is offered to all interested students, regardless of major or level of study. Offered in 1978-79, then in alternate years.

### **LLI 238 English Literature: Middle Ages to Eighteenth Century**

*Prof. James Matthews*

This is a general survey of British literature from Beowulf to Blake, with emphasis both on historical traditions and outstanding individual artists. Readings from **The Oxford Anthology of English Literature**, Vol. I, will provide the material for class discussion and writing. A series of short papers (for class sharing), a midterm and a final exam will constitute the basis of evaluation. Offered in 1979-80, then in alternate years.

### **LLI 239 English Literature: 1800 to Present**

*Prof. James Matthews*

This is a general survey of British literature from Blake to Beckett, with emphasis both on historical tradition and outstanding individual artists. Readings from **The Oxford Anthology of English Literature**, Vol. II, will provide the material for class discussion and writing. A series of short papers (for class sharing), a midterm and a final exam will constitute the basis for evaluation. Offered in 1978-79, then in alternate years.

### **LLI 250 (Directed Study) Shakespeare: The Forms of his Art**

*Prof. Julianne Emprie*

This course is an introduction to Shakespeare through a sampling of each of his genres: poetry, comedy, tragedy, history, romance. The focus is dual; to develop a capacity to appreciate and evaluate Shakespeare's writings, and to enable the student to sense characteristic distinctions among the genres. Readings will be

chosen by the student: eight plays from Shakespeare's major "periods" and any two others. Critical readings should supplement primary material, and the Signet or Arden editions are recommended. Students are expected to use to advantage available recordings and productions. Evaluation will be based on a journal containing twelve paper-like short essays: one on each of the ten selected works, one on background, one a final synthesis. Inclusion of personal reactions and notes is encouraged.

### **LLI 251 (Directed Study) Literature and the Process of Self-Discovery**

*Prof. James Matthews*

This course of study is primarily a process of reading without teachers. It is designed to give you as much freedom as possible to develop potential paths of reading interest, while offering some initial suggestions and directions, some pertinent questions, and some usable critical tools. The syllabus for this directed course of study offers only guidelines and structures. The only required books are Peter Elbow, **Writing Without Teachers**, and David Daiches, **The Study of Literature**, both of which are meant to be used as handbooks or reference points.

### **LLI 252 (Directed Study) English Fantasy Literature**

*Prof. Richard Mathews*

This is a survey of major writers in English fantasy and science fiction literature. The course begins with a reading of one novel by William Morris as an introduction to the fantasy genre, and a novel by H. G. Wells to introduce science fiction. Students will then select additional reading from a recommended bibliography. The texts will be selected from a bibliography of nineteenth and twentieth century works. Evaluation will be based on ten letters critically examining key issues in the books plus a project of the student's choice.

### **LLI 252/352 (Directed Study)**

#### **American Fiction: 1950 to the Present, Introduction (I); Further Readings (II)**

*Prof. Howard Carter*

The purpose of these courses is to allow students to read as widely as possible in recent and contemporary American fiction. A student who has done little reading in this area should take the first course, **Introduction to American Fiction: 1950 to the Present**, for which there is a specific reading list of such authors as Barth, Brautigan, Hawkes, Kerouac, Kosinski, McGuane, Nabokov, Oates, Updike, Didion, Plath, Parent, Baldwin, Ellison, Wright, and so on. A student with



some acquaintance with most of these should take the second course, *Further Readings in American Fiction: 1950 to the Present*, for which there is an extensive bibliography in the syllabus.

### **LLI 253/353 (Directed Study)**

#### **Twentieth Century European Fiction I, II**

*Prof. Howard Carter*

This course invites you to read widely in the best of European fiction since the turn of the century. We will read twelve or so novels selective of movements, representing various countries, the dominant literary movements, the most influential authors, such as Proust, Gide, Sartre, Camus, Mann, Kafka, Grass, Hesse, Moravia, Calvino, Vesaas, Solzhenitsyn, and Konrad. For each novel, students will prepare a reflective set of notes (one single-spaced typewritten page, or the equivalent). Evaluation will be on these notes, class discussion, a final synthetic exercise. A student who reads a foreign language and who wishes to read one or more novels in the original language may negotiate with the instructor for fewer or shorter novels. Prerequisite one college-level literature course.

### **ALI 302 Southern Literature**

*Prof. Richard Mathews*

This is a study of 20th century Southern writing, mainly the novel, but also poetry and theatre. We will study the works as separate examples of literature, but also attempt to isolate what is common and "Southern" among them. Tentative bibliography: Carson McCullers' *The Ballad of the Sad Cafe*, Flannery O'Connor's *Three*, R. P. Warren's *All The King's Men*, Faulkner's *Light in August*, Walker Percy's *The Last Gentleman*, Reynolds Price's *A Long and Happy Life*, plus short stories by Eudora Welty and Katherine Ann Porter, poems by Ransom, Tate, Warren, Dabney Stuart, and others; and plays by Tennessee Williams. Students will be evaluated on one paper and a final examination, plus helpfulness in class discussion.

### **CLI 304 The Novels of Hermann Hesse**

*Prof. Kenneth Keeton*

This course will focus on the novels of Hermann Hesse in translation. Class discussion will be led by students, and individual students will act as resource persons for a particular novel. A final term paper that must be comparative in nature and/or a "take-home" final exam will be the criteria for evaluation.

### **ALI 325 Victorian Poetry and Prose**

*Prof. Richard Mathews*

A study of the major Victorian writers who helped to shape the literature and form the taste of the twentieth century. Considerable focus will be placed on the major poets, particularly Tennyson, Browning, Arnold and Yeats. We will read important essays by Carlyle, Ruskin, Pater and Morris, and discuss the importance of the Pre-Raphaelites. Text is *Victorian Prose and Poetry*, Ed. by Lionel Trilling and Harold Bloom. Students will be evaluated on class contributions, one paper, and a final exam. Prerequisite: at least one course in literature.

### **LLI 326 Medieval and Renaissance Poetry**

*Prof. Julianne Empic*

A survey of the major forms and authors of the poetry of fourteenth and seventeenth century England. We will read Chaucer, Spenser, Shakespeare, Sydney, Donne, Jonson; we will study and write examples of Medieval and Renaissance lyric, sonnet, epigram, ballad, and verse drama. Specific texts will be announced. Each student will be expected to submit one short paper, and one research paper. There will be a final examination. Offered in 1978-79, then in alternate years.

### **LLI 332 Literature and the Erotic**

*Prof. Howard Carter*

Among the many themes and subjects of literature, the erotic is one of the most interesting and controversial. Taking a selection of examples from different times and places (such as the *Song of Songs*, Sappho's poetry, *Tristan and Isoult*, Mme. *Bovary*, *The Awakening*, and a handful of modern writing, including Philip Roth's *The Professor of Desire*), we shall try to understand how the erotic works in fiction, and how fiction may influence our view of the erotic. We shall consider the strait-jacket of courtly love versus more liberated views, for example. Evaluation will be on short papers, a long paper on a topic of the student's choice, and a final. Limit 50.

### **LLI 336 Nineteenth Century American Fiction**

*Prof. Howard Carter*

We shall read the best of the times, such as Thoreau's *Walden*, Poe's tales, Hawthorne's romances, Melville's *Moby Dick*, and work by Twain, James, Bierce, and Norris. We shall supplement with readings (partially by student choice) from such as Irving, Cooper, Frederic, London, Harte, Eggleston, Crane, Chopin, etc. Students will be evaluated on class participation,

several short papers, one longer paper, and a final exam.

**LLI 338 Twentieth Century British and American Drama** Prof. Julianne Empsic

Various forms of twentieth century English-speaking drama range from the well-made play to the episodic, the "silent," and the poetic drama. The course will include representative twentieth century dramatic forms—works by O'Neill, Williams, Miller, Eliot, Osborne, Pinter, Beckett, Arden and Stoppard. We will study the influences which helped to shape modern drama, and investigate solutions proffered by the different dramatists to the problem of language as communication in the twentieth century. Evaluation to be based on class participation, two papers, and a final examination. Offered in 1978-79, then in alternate years.

**LLI 350 (Directed Study) James Joyce, Irish Writer** Prof. James Matthews

This directed course of study is designed to read Joyce's work with an eye to the Irish culture—especially Dublin, Joyce's home city. The primary readings are *The Dubliners*, *A Portrait of the Artist as a Young Man*, *Exiles*, and *Ulysses*. Other required readings include Richard Kain, *Dublin in the Time of Yeats and Joyce*, and Hugh Kenner, *Dublin's Joyce*. Four papers will be required as basis of evaluation: a critical reflection of Irish culture in the early works, a research paper on some aspect of Irish culture, a creative imitation of one section of *Ulysses*, and a substantial paper on the Irish flavor of *Ulysses*.

**CLI/CGR 351 (Directed Study)  
Life and Works of Franz Kafka** Prof. Kenneth Keeton

For description see CGR/CLI 351 under German.

**LLI 361 Literary Criticism** Prof. Howard Carter

Criticism basically means judgment. Theories of literary criticism seek to understand how literature affects readers, how literature relates to reality, how a writer should create art, what qualities a literary work should have. Throughout the Western tradition there are many different discussions of these questions, and we shall read the most important of them by reading selectively from the Ancients (Plato, Aristotle, Longinus), from Dante, Renaissance and Neo-Classical theorists, from Romantics (Wordsworth, Coleridge, Shelley, Poe), and from nineteenth century writers. The volume containing such materials is Smith and Parks, *The Great*

**Critics.** In the second part of the course, we will see what is happening in 20th century criticism, surveying formalist, genre, archetypal, historical, and interdisciplinary criticism. Our text for this will be Handy and Westbrook, *Twentieth-Century Criticism: The Major Statements*. Evaluation will be on a midterm and a final exam, two short papers (at least one using a literary work, a movie, or another cultural phenomenon to criticize), and class discussion. Prerequisites: One college-level literature course. Offered in 1978-79, then in alternate years.

**ALI 403 American Fiction Since 1950**

Staff

We will be reading the best of American fiction since 1950, selecting from such authors as Barth, Brautigan, Hawkes, Kerouac, Kosinski, McGuane, Nabokov, Oates, Updike, Didion, Plath, Parent, Baldwin, Ellison, Wright. Evaluation will be on class discussion, short papers and a final examination.

**LLI 424 Modern British Fiction**

Prof. James Matthews

This is an advanced seminar on the novels of Conrad, Lawrence, Woolf, Forster, and Fowles. Students in this seminar will participate in the second half of the general survey of English literature as discussion leaders. During the separate seminar sessions work-in-progress on selected topics from modern British fiction will be presented and discussed. A major paper and class participation will constitute the basis of evaluation. Offered in 1978-79, then in alternate years.

**ALI 434 Romantic Poetry**

Staff

A reading of the major romantic poets: Blake, Byron, Coleridge, Wordsworth, Shelley, Keats. We will discuss the new consciousness of these major figures as revolutionary voices and as important influences on the poetry of the twentieth century. Methods of evaluation will be agreed upon by the class. Texts are to be announced.

**CLI/CSP 450/451 (Directed Study)**

**The Artistry of Federico Garcia Lorca I, II**

Prof. Pedro Trakas

For description see CSP/CLI 450/451 under Spanish.

**LVS 201 Western Civilization**

Profs. James Matthews, Peter Pav,  
William Wilbur

For description see HISTORY.



## **LVS 305 Woman as Metaphor: Investigating our Literary Heritage**

*Prof. Julianne Empre*

From Biblical Eve and Rabbincal Lilith through Joan of Arc and Mary Hartman, woman has been encaptured in metaphors which seek to illustrate some part of what it is to be human as well as the "other half." The witch, the bitch, the victim, the survivor, the shrew, the romantic, the doll have all been metaphors or representations for women. We will investigate the most significant of these in European, Canadian and American literature, by exploring literary techniques, by attempting to understand moments in civilization in which a particular metaphor for woman embodies particular values choices, and by investigating the presence, absence or ambience of metaphor(s) for woman in today's world. Evaluation will be based on the quality of reading, discussion, short papers, and final creative synthesis. Offered in 1979-80, then in alternate years.

## **AVS 385 Values in Modern British and American Poetry**

*Staff*

This course will concentrate on the content in the poems of major American and British poets 1900-1950, namely Robinson, Frost, Eliot, Pound, Yeats, Auden, Stevens, and Cummings. Students will read collections of these poets, will keep a journal, and be evaluated by the quality of the journal and their helpfulness in the class discussions.

## **AVS 387 Fantasy, Science Fiction, and Human Values**

*Prof. Richard Mathews*

"Reason is the enumeration of quantities already known; imagination is the perception of the value of those quantities," Shelley said in **A Defense of Poetry**. He argued that poets serve as prophets, since "they can foretell the form as surely as they foreknow the spirit of events." He could have been speaking of science fiction as it unites reason and imagination to examine controversial values questions raised by current and future technologies, political and social structures, and religious and ethical systems. This course will consider works which, in Shelley's words, provide "the mirrors of the gigantic shadows which futurity casts upon the present." Texts will include books by Mary Shelley, H. G. Wells, Aldous Huxley, C. S. Lewis, Anthony Burgess, Ursula LeGuin, Joanna Russ, Brian Aldiss. Evaluation will be based on two short papers and a final examination. Prerequisites: Juniors and Seniors.

## **MANAGEMENT**

The all-college requirements for the management major are the same as those for students majoring in other disciplines except that the management major should select either the Introduction to Psychology or Sociology as one of the modes of learning courses. Normally the management major will begin taking courses directly related to management in the Sophomore/Junior year. The management core subjects are: The Managerial Enterprise, Accounting Principles I, Statistics, and Microeconomics. Management students also take two of three area options in psychology, economics or sociology/political science, plus a set of five to six skill area courses chosen from those related to the student's career plans. An internship, normally completed between the Junior and Senior years, is also a graduation requirement.

### **BMN 250 (Directed Study) Personnel Management**

*Prof. Bart Tebbs*

This course focuses on managing the human resources within an organization as a part of the total management system. The student will be introduced to the basic personnel processes. A text and workbook are required. Evaluation consists of seven objective tests on the major parts of the course, and completion of workbook assignments. Prerequisite: BMN 270 The Managerial Enterprise or permission of the instructor.

### **BMN 270 The Managerial Enterprise**

*Prof. Bart Tebbs*

This course is an introduction to the basic concepts, theories, and management styles used in contemporary management. The goals of the course are for the student to understand the importance of communication, motivation, planning, directing, controlling, and organizing in organizations with a job to be accomplished. Evaluation will be based on participation in the experiential exercises, midterm tests, and the completion of a learning assessment notebook. Texts will be announced. Prerequisite: Introduction to Psychology or Introduction to Sociology.

### **BMN 350 (Directed Study)**

#### **Management Group Process Practicum**

*Prof. Bart Tebbs*

This course is designed for the Senior management major to provide him/her with experience in the theory and application of experiential management education techniques. The course is designed to provide selected students with

experience using this educational method. A text and outside readings will be used. Students must arrange their schedules to be present when The Managerial Enterprise is being offered. Evaluation consists of student and instructor evaluations, and a library or evaluation research report. Prerequisites: BMN 270 The Managerial Enterprise and permission of the instructor.

**BMN 370 Organizational Behavior and Leadership** *Prof. Bart Tebbs*

This course is designed as an introduction to the study of behavior in organizations. It focuses on the interaction of the individual and the organization in work situations. The goal is to provide the student with ways of looking at and understanding behavior in organizations from the viewpoints of the industrial psychologist, managers, and individuals in the organization. A leadership workshop will be conducted as part of the course. The required reading includes text, book of readings, and a leadership workbook. Evaluation will be based on midterm tests, a project report, and completion of the leadership project. Prerequisites: Junior or Senior standing, and completion of or concurrent enrollment in BMN 270 The Managerial Enterprise.

**BMN 474 Group Leadership Practicum** *Prof. Bart Tebbs*

This course is a sequel to BMN 370 Organizational Behavior and Leadership. The emphasis will be on applying the knowledge obtained from an intensive study of theoretically significant empirical research. Applications will be attempted both within classroom "laboratory" situations and in the "outside world." Texts and readings will be assigned. Evaluation will be based on class participation, midterm tests, and a project report. Prerequisites are Organizational Behavior or Social Psychology and Junior or Senior standing.

**BVS 367 Management Theory and Practice** *Prof. Bart Tebbs*

The emphasis of this course will be on the role of values in managerial decision making. The course will begin with an analysis of performance failure problems in relation to managerial assumptions. The second section of the course will include a discussion of individual responsibilities to the organization, and the organization's responsibilities to the individual. The main thrust of the course is to assess the role of the individual in organizations from the perspective of personal and institutional values. The case

study method will be used. A book of readings/cases will be assigned. Students will be expected to make formal and informal presentations. Evaluation will be based on midterm tests, participation, written and oral case analyses. This course is limited to students with Junior or Senior standing.

For management skill area courses, see BUSINESS ADMINISTRATION, ECONOMICS, PSYCHOLOGY, SOCIOLOGY.

## MATHEMATICS

The basic requirement for either the B.A. or B.S. degree is the completion of eight mathematics courses numbered above 233. Independent study courses in special topics in mathematics also may be used in satisfying this requirement. This wide flexibility permits a program of study to be tailored to the individual student's interests. All mathematics courses taken are applicable to the collegial requirement of 12 natural science courses for the B.A. degree, and 16 natural science courses for the B.S. degree.

**NMA 103 Principles of Statistical Inference** *Staff*

The intent of this course is to introduce the student to statistical inference procedures and have him understand why those procedures function better than intuition in decision making. The stress will be on concepts rather than applications in a particular field of interest and the course should be of especial interest to students in the premedical and biological sciences. Topics covered will be descriptive methods, probability distributions, statistical inference, linear regression, simple analysis of variance, and non-parametric statistics. The computer with programs in BASIC will be used to eliminate computational drudgery. Evaluation will be based on several tests and a final examination. Credit will not be given for both this course and BCM 260. No computer programming will be required and the computer will be used only as a labor-saving tool.

**NMA 111 (Modes of Learning)**  
**College Algebra** *Staff*

This is a course in basic algebra, a prerequisite for understanding Calculus I. The study will include the language of logic and sets and the foundations of the real number system. The function concept will be explored with particular emphasis on polynomial and algebraic functions. Some analytic geometry will be intro-

duced to illuminate the above. Evaluation will be based on daily assignments, hour tests, and a final examination.

**NMA 112 (Modes of Learning)**

**Finite Mathematics**

Staff

The ability to handle symbolic statements in a logically meaningful manner will be the main objective of this course. Among the topics used in developing this important skill will be truth sets, probability, Markov chains, vector and matrix theory, and applications to behavioral and managerial sciences. An introduction to linear programming will also be included. This study will be helpful to persons planning further work utilizing quantitative thinking. In particular, this course will provide an acquaintance with probability and other background mathematics of value in studying statistics and topics in management and business administration. Evaluation will be based on daily assignments, hour tests, and a final examination.

**NMA 113 (Modes of Learning)**

**NCM 152 (Directed Study) Computer Algorithms and Programming**

Staff

Problems suitable for computers are chosen for this course from many fields. The student programmer analyzes each problem, devises an algorithm for its solution, constructs a flow chart diagram depicting the algorithm, and then translates the flow chart into BASIC or FORTRAN, the two programming languages learned in this course. Evaluation is based upon the quality of the problems solved successfully on the computer, upon the quality of one special computer project of the student's choice, and on several tests in BASIC or FORTRAN.

**NMA 113 (Modes of Learning)**

**Trigonometry**

Staff

Functions and their graphs are explored. Trigonometric functions, their inverses, exponential, and logarithmic functions are studied. These functions are then used in proving identities, solving equations, and developing complex numbers. Evaluation is based upon daily assignments, hour tests, and a final examination. Prerequisite: College Algebra or two years of high school algebra.

**NMA 131 Calculus I**

**NMA 151 (Directed Study)**

Staff

This is the first course in a two-course sequence which deals with the calculus of single variable functions and plane analytic geometry. Concepts studied are function, limit, continuity,

derivative, and the definite integral. Applications to the physical sciences along with possible uses in economics are used to motivate the underlying mathematics. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: College Algebra or two years of high school algebra.

**NMA 132 Calculus II**

**NMA 152 (Directed Study)**

Staff

A continuation of Calculus I, topics are the calculus of exponential, logarithmic, and trigonometric functions, formal integration techniques, applications, and infinite series. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Trigonometry and Calculus I.

**NMA 233 Calculus III**

Staff

The calculus of functions of several variables is developed. Topics are three-dimensional analytic geometry, partial derivatives, directional derivatives, extrema of functions of several variables, multiple integration, and applications. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Calculus II.

**NMA 234 Differential Equations**

Staff

After seeing how ordinary differential equations arise naturally in the world around us, the student will study linear differential equations of second and higher order, series solutions, the Laplace transform, systems of first order equations and numerical methods. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Calculus II. Offered in 1979-80, then in alternate years.

**NMA 236 Linear Algebra**

Staff

This is a study of vector spaces, linear transformations and matrices. Especial attention is given to applications in the analysis of systems of linear equations. Eigenvalues and eigenvectors for square matrices are explored and applied. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Calculus I and the permission of the instructor, or Calculus II.

**NMA 332 Foundations in Geometry**

Staff

This study will center on the foundations and development of Euclidean and non-Euclidean geometry with an axiomatic approach. The course is particularly appropriate for prospective teachers. Evaluation will be based on daily

assignments, hour tests, and a final examination. Prerequisite: Calculus II or the permission of the instructor. Offered in 1979-80, then in alternate years.

#### **NMA 333 Probability and Statistics I      Staff**

Topics covered in the two courses of this sequence will include probability theory, random variables, random sampling, various distribution functions, point and interval estimation, tests of hypotheses, regression theory, and non-parametric tests with a major emphasis on the mathematical development of the topics. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Calculus II or the permission of the instructor. Offered in 1978-79, then in alternate years.

#### **NMA 334 Probability and Statistics II      Staff**

This course is a continuation of Probability and Statistics I. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Probability and Statistics I. Offered in 1978-79, then in alternate years.

#### **NMA 335 Abstract Algebra I      Staff**

This two-course sequence begins with a study of naive set theory and some properties of the integers. Various algebraic structures including groups, rings, integral domains, vector spaces, and fields are then developed. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Calculus III or Linear Algebra. Offered in 1978-79, then in alternate years.

#### **NMA 336 Abstract Algebra II      Staff**

This course is a continuation of Abstract Algebra I. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Abstract Algebra I. Offered in 1978-79, then in alternate years.

#### **NMA 341 Numerical Analysis      Staff**

Topics studied include approximation, interpolation, differentiation, integration, and the solutions of non-linear equations, systems of equations, and differential equations. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisites: Calculus III (may be taken concurrently) and the ability to write BASIC or FORTRAN programs.

#### **NMA 433 Real Analysis I      Staff**

This is the first course in a two-course sequence in which the foundations of real analysis are

considered and topics from advanced calculus are then developed. Specific topics included are the real numbers as a complete ordered field, the derivative, the Riemann Integral, Euclidean n-space, and vector-valued functions of a vector variable. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Calculus III. Offered in 1979-80, then in alternate years.

#### **NMA 434 Real Analysis II      Staff**

This is a continuation of Real Analysis I. Topics included will be partial derivatives, the inverse and implicit function theorems, multiple integrals, line and surface integrals, Green's and Stokes' theorems, and infinite series. Evaluation will be based on daily assignments, hour tests, and a final examination. Prerequisite: Real Analysis I. Offered in 1979-80, then in alternate years.

#### **NMA 499 Independent Research—Thesis      Staff**

Seniors majoring in mathematics may, upon invitation of the mathematics faculty, do research and write a thesis under the direction of a member of that faculty. The submission of the resulting written thesis and an oral defense will, upon approval of the mathematics faculty, satisfy the comprehensive examination requirement for graduation. Prerequisites: excellence in mathematics courses through the Junior year and invitation by the faculty.

## **MODERN LANGUAGES**

A major in modern languages will ordinarily consist of at least six courses above the intermediate level in one language, with a Senior thesis or comprehensive examination in that language, plus four courses or more in at least one other language. Courses in a second or third language ought to be taken in two-course sequences. Generally, the student would be well advised to choose area studies courses that correspond to the languages in which he/she is concentrating. A minimum of one month of residence abroad in a foreign language environment is strongly advised.

## **MUSIC**

The major in music consists of Comprehensive Musicianship courses I, II, III, IV, V and VI, plus two additional music courses. In addition, a stu-



dent must be enrolled for one hour per week in applied music instruction and participate in one of the ensemble programs operating through the music discipline during each term of residency.

**AMU 116 (Modes of Learning)  
Comprehensive Musicianship I: for  
Non-Majors** Staff

The purpose of the course is to acquire and develop concepts and skills to Fundamental Musicianship for students who are not majoring in music. Fundamentals such as scales, key signatures, intervals, and elementary harmony will be studied, both separately and in the context of actual musical compositions. The text will be **Basic Materials in Music Theory** by Harder. Evaluation will be based on class participation, written exercises, and final examination.

**AMU 242 Comprehensive Musicianship II:  
Medieval and Renaissance Music** Staff

This is an integrative study of the history, theory, and performance practices of the Medieval and Renaissance periods. The sacred and secular music will include the chant of the Middle Ages, the polyphony of the thirteenth century, the carol of the fifteenth century, the music of Palestrina, and the Elizabethan dance and madrigals. In order that the student can see the individual works and composers in relation to their times, the study of musical style will also include the institutions under whose patronage the music was composed and performed. Students will be encouraged to perform and listen to music from these periods. The texts are **Music in the Medieval World**, by Seay, **Music in the Renaissance** by Brown and **Music Scores: Omnibus Part I**. Evaluation will be based on participation in discussion, written exercises, quiz on listening, and either a research paper or a final examination. Prerequisites are Comprehensive Musicianship I: For Majors, or its equivalent. Offered in 1978-79, then in alternate years.

**AMU 145 Comprehensive Musicianship I:  
for Majors** Prof. William Waters

This course is designed to provide the fundamentals of music necessary to the other Comprehensive Musicianship courses. The focus of the course is designed to increase the student's awareness of the process of becoming a musician, and of the role of the musician in today's society. Emphasis, too, will be placed on programmed ear training and sight singing both in the classroom and in independent lab sessions.

Evaluation for the course will be based on written exercises, several short tests, participation in class activities, and a final examination. Open to prospective music majors.

**AMU 221 Survey of Music: Beginnings of  
Western Music to 1750** Staff

The course will provide an approach to perceptive listening and an introduction to musical elements, forms, and style periods. The discussions of composers' lives, individual styles, and representative works will aim to stimulate curiosity and enthusiasm, not merely to impart facts. The text will be **Music: An Appreciation** by Roger Kamien and assigned recordings. Evaluation will be based on class discussion, two tests, two papers, and final examination. Open primarily to non-music majors. Majors may take only with permission. Offered in 1978-79, then in alternate years.

**AMU 222 Survey of Music: from 1750 to  
Twentieth Century** Staff

For description see AMU 221

**AMU 244 Seminar in Solo Vocal Literature** Harry Waller

This course involves a series of seminars and discussions of masterworks of vocal literature in all styles and periods. Students, faculty, and guests are invited to participate. Each student will give at least one formal presentation each semester. Critique sessions will enable the student to understand better the level on which he is able to communicate his musical ideas to his listeners. Credit for two courses will be given in the Senior year for students who have satisfactorily participated in colloquia for each of four semesters.

**AMU 245 Choral Literature and Ensemble** Prof. William Waters

This is a survey of music for chorus from medieval to contemporary periods. Active membership in the Concert Choir is required concurrently with this course. Techniques of ensemble performance will be demonstrated and practiced. Proficiency in score reading will be taught. The student is expected to gain knowledgeable insight into historical and stylistic considerations as well as performance practices appropriate to the periods studied. Evaluation will be based on quality of daily participation and on skills demonstrated in public performance. Students will be admitted on basis of audition.

## **AMU 266 Music Projects I**

**Staff**

Music Projects I will embrace a variety of performance-centered musical experiences. Activities may be centered around solo or ensemble work and may comprise several short works or an extended work. Regular rehearsal is expected of each student, and weekly critique sessions will guide participants toward objectives set at the beginning of the work. Enrollment is open to all students, but each proposal must have the approval of the music faculty. Work may be distributed over more than one module for a single module's credit. It is possible to enroll more than once in Music Projects I, with a change of area of emphasis. Prerequisite is demonstrated musical skills.

## **AMU 341 Comprehensive Musicianship III: Music of the Baroque Period**

*Prof. William Waters*

The focus of this course will be the music of Bach and Handel, but study will by no means be limited to these two composers. Theoretical aspects of the course will include a study of contrapuntal practices of the period. Students will be encouraged to perform music from this period, and the lab will emphasize ear training and listening to the music. Evaluation will be based on participation in discussion, written exercises, a quiz on listening, and either a research paper or a final exam. Prerequisite is Comprehensive Musicianship I or special permission of the instructor. Offered in 1979-80, then in alternate years.

## **AMU 350 (Directed Study) Twentieth**

**Century Music**

*Prof. William Waters*

This course surveys important works of the major composers of this century. After completing the material of the syllabus, which will include readings from standard histories of this period, writings by the composers themselves, and listening to phonograph recordings of their works, students may choose for their final evaluation a written examination, an extended paper on a topic approved by the instructor, or a project approved by the instructor. The course is open to all students; however, ability to read standard musical scoring at a minimal level is helpful.

## **AMU 441 Comprehensive Musicianship IV**

**Staff**

This course is designed as an advanced study of music (analysis of the different compositional forms and techniques and the harmonic procedures used in the classical era of music), pri-

marily for the student who intends to pursue a musical vocation. The focus of the course is designed to increase the student's awareness of the process of becoming a musician, and of the role of the musician in today's society. Emphasis, too, will be placed on ear training and sight singing both in the classroom and in independent study. Required reading will include harmony texts and Donald J. Grout's book, **The History of Western Music**, but will draw heavily on library resources and recordings. Evaluation for the course will be based on written exercises, several short tests, participation in class activities, a course paper, and a final examination. Prerequisites for this course are Comprehensive Musicianship courses I, II, and III, or special permission of the instructor. Offered in 1978-79, then in alternate years.

## **AMU 442 Applied Music: Organ, Piano, Voice, Guitar, Strings, Brass, Woodwinds**

**Staff**

A student will learn to perform great music of all periods on any instrument offered as Applied Music through a program of disciplined practice and research into the music which is being performed. One one-hour lesson per week, at least six practice hours per week, and attendance at one performance class per week will earn one course credit for each year of study. Evaluation will be based on student's performance level and his understanding of compositions studied. The prerequisite is permission of music faculty.

## **AMU 444 Comprehensive Musicianship VI: Contemporary Music**

*Prof. William Waters*

This course begins with the music of the French Impressionist School, and deals with the music of major composers such as Schonberg, Ives, Stravinsky, Bartok, Webern, Varese, Orff, Messian, Hindemith, and Prokofiev. Theoretical considerations include posttonal organization of sound, twelve-tone techniques, aleatory music, and other twentieth century phenomena. Evaluation will be based on two oral reports, a major paper, and a final examination. Prerequisite is Comprehensive Musicianship I or special permission of the instructor. Offered in 1979-80, and then in alternate years.

## **AMU 463 Comprehensive Musicianship V**

*Prof. William Waters*

This study will focus on the product of some of the leading composers of the Romantic Era in music from the late works of Beethoven to Debussy. Through examination of primary source material and analysis of various musical



structures, students will develop an understanding of the language of the Romanticists. In instrumental forms, compositions for solo instruments, chamber works and the large symphonic forms will be studied. The main text for the course is Grout: **A History of Western Music**. Other readings will be selected from major historical, biographical, and stylistic writings about the Romantic Period as well as from writings of the composers themselves. Each student will submit one major paper and two shorter ones for evaluation. Opportunities to compose in a style reflective of the period will be given and student performances of original compositions and works by the masters will be encouraged. Prerequisites are Comprehensive Musicianship I or equivalent. Offered in 1978-79, then in alternate years.

## PHILOSOPHY

Students majoring in philosophy will develop with a Mentor a program with a minimum of eight philosophy courses, at least two from Logic and Language, Modes of Philosophizing, Ethics; at least three from the History of Philosophy four-course series; the remainder should be upper level courses representing the student's particular interests, integrative in relation to courses taken in other fields, and should help provide perspective for the whole liberal arts program.

### LPL 110 (Modes of Learning)

### LPL 150 (Directed Study) Modes of Philosophizing

Prof. Keith Irwin

By introducing the student to the thought of such philosophers as George Berkeley, William James, Plato, Lucretius, and Jean-Paul Sartre, the intention of this course is to develop in his mind a sense of what arouses philosophical questions and of the possible modes or patterns for attempting to answer them. This assumes that philosophical questions differ from scientific, historical, technological, informational, commonsensical, and many other kinds of questions we raise. The desired outcome of the course is to encourage the student, through recognizing and appreciating the philosophical thinking of others, to venture on his own philosophical thinking with greater confidence and sophistication.

### LPL 111 (Modes of Learning)

### LPL 151 (Directed Study) Logic and Language

Prof. Peter Pav

Appropriate for pre-law, philosophy, science, mathematics, social science and literature stu-

dents, this course studies the methods of critical, logical analysis of language and thought. It starts with everyday language, its nature, uses, and misuses, then studies artificial logical languages whose precision can aid our understanding. We will develop several techniques for evaluating arguments, both propositional and predicate. Text is Copi's **Introduction to Logic**, 5th ed. Evaluation is based on frequent homework exercises and three open-book examinations.

### LPL 241 Ethics

Prof. Keith Irwin

This course traces the major moral philosophies in Western thought, from Plato through Nietzsche. Special attention is given to the foundations of moral reasoning and the definition of the good life. The texts will be **Ethical Theories** (Melden) and **Ethics** (Frankena). Students will be divided into discussion groups and will rotate the major responsibility for class discussion. There will be at least two one-page thesis papers and one five-page paper applying the position of a major ethical thinker to a contemporary moral problem. There will also be a final integrative educational experience.

### LPL 321 History of Philosophy: Greek and Roman

Prof. Peter Pav

Relevant for philosophy, history, science and classics, this course studies the rise of philosophy, 600 BC-AD 100. Emphasis on natural philosophy; e.g., What is the World? Where did it come from? How do we know it? What is knowledge? What is philosophy? If these questions are meaningful, how can we answer them? We will study the Pre-Socratics, Sophists, Stoics, and Epicureans, and emphasize Plato and Aristotle. Most classes will be student-led seminars. Text: Copleston's **History of Philosophy**, Vol. 1, and extensive collateral readings. Evaluation is based on class participation (discussions and presentations), two take-home examinations, term-paper. Offered in 1978-79, then in alternate years.

### LPL 323 History of Philosophy: from Hobbes to Kant

Prof. Keith Irwin

The generative problem over which philosophers struggled in the 16th through 18th centuries was the problem of knowledge. What can we claim to know? God, ourselves, the external world? Between the time of Descartes and that of Kant, the controversies raged. Working from W. T. Jones, **History of Western Philosophy**, Volume III, for historical continuity, we will give attention in primary sources to Descartes, Spinoza, Locke, Hume, and Kant. Work in the course will be evaluated on the basis of a philosophical

journal, seminar contributions, a medium length research paper, and a final examination. Offered in 1979-80, then in alternate years.

**LPL 324 History of Philosophy: Nineteenth Century** Prof. Peter Pav

Concerns reactions to Kant, German Idealism, Utilitarianism, Social and Scientific philosophy, and Existentialism: Hegel, Schopenhauer, Comte, Mill, Marx, Kierkegaard, Nietzsche, and Mach. Main emphasis will be on systematic rationalism and its limits, the role of science in metaphysics, and the importance of the individual. Part of the four-semester History of Philosophy sequence. Evaluation based on two examinations, class participation including seminar presentations, and a written philosophical statement. Offered in 1979-80, then in alternate years.

**LPL 342 Twentieth Century Philosophical Movements** Prof. Keith Irwin

This course will survey the development of philosophical analysis and existentialism as the two main philosophical movements of the twentieth century. Attention will be given to a comparison of the two movements on such critical issues as their views of man, language, ethics and religion. Basic readings will be from Ammerman, **Classics of Analytic Philosophy** and Spanos, **A Casebook on Existentialism**. Evaluation will be based on written seminar presentations and a final examination. No prerequisite, but Freshmen admitted only with permission of instructor.

**LPL 345 Symbolic Logic** Prof. Peter Pav

Appropriate for philosophy, mathematics, science, and social science, this course does not use logic as an inferential tool, but treats it as an object of study. Several variant forms of propositional and predicate logic will be axiomatically developed and analyzed, with emphasis on formal properties: derivability, completeness, analyticity, categoricity, consistency. A theoretically-oriented sequel to Logic and Language, LPL 110. Prospective students without an equivalent background should consult instructor about the possibility of beginning directly with Symbolic Logic. Text: Copi's **Symbolic Logic**. Evaluation is based on frequent homework exercises, and three examinations (open-book or take home). Offered in 1978-79, then in alternate years.

**LPL 360 Philosophy of Science** Prof. Peter Pav

This course will cover three topics. The first two

involve philosophical problems in science: (A) Explanation. What is a scientific explanation? Our class discussions will emphasize a recent controversy on this topic. Basically between a formal, logical analysis of explanation, and an informal, heuristic approach. (B) Laws and theories. What is scientific law? A theory? How are they generated? How deposed? We will study several analyses, with frequent use of examples from the history of science. The third topic is not within science, but concerns philosophical problems relevant to science: (C) Determinism, free will, and intelligence. The basic text is J. J. C. Smart's **Between Science and Philosophy**. Many other specific collateral readings will be suggested. Evaluation will be based on class work (presentation and discussion), a take-home examination, and a term paper. Some scientific or philosophical background would be helpful.

**LVS 201 Western Civilization**

For description see HISTORY

**LVS 304 Science, Technology, and Human Values** Prof. Peter Pav

A historical and philosophical analysis of the nature of science and its relation to human value systems. Organized around the audio-visual series **Science and Society** and **Living with Technology**, this course considers both specific contemporary issues and general questions about science and society. Most seminars will be student-led. Text: David E. Newton's **Science and Society**. Evaluation will be based on presentations, participation, one in-class examination and a term paper.

## PHYSICAL EDUCATION

**BPE 121 Principles of Physical Education** Prof. James Harley

This project deals with historical, philosophical and scientific foundations of physical education; includes the desired aims and objectives of physical education as a career; and introduces administration and curriculum. Students will spend a minimum of 20 contact hours in one of the St. Petersburg schools in a pre-internship program. This will be a cooperative effort with public school teachers, to help determine if the student is truly a prospective physical education teacher. Evaluation will be based upon a term paper and a final exam. A personal interview is the only prerequisite. Open to upperclass students.



## **BPE 123 Fitness and Skills**

*Prof. James Harley*

This project is a study of the physical fitness problem in the United States. Special emphasis will be on actual fitness training programs. The project will introduce as many skills to the students as time permits, in order to promote a lifetime of physical activity through at least one of the skills. Students will participate in a vigorous exercise program for the entire year, and must perform individual research in one specific area. A term paper of high quality is required. Prerequisite: a medical clearance. Open to upper-class students.

### **The following activities do not carry course credit.**

#### **Red Cross Advanced First Aid and Emergency Care**

This 40-hour course consists of the philosophy behind first aid; wounds, specific injuries, and shock; respiratory emergencies, drowning, and resuscitation; poisoning, drugs and drug abuse; burn and exposure to radiation, heat and cold; bone and joint injuries, immobilization and splinting; dressing and bandages; sudden illness and emergency childbirth; extrication and emergency rescue and transfer.

#### **Red Cross Beginning Swimming**

This 12-hour course consists of some reading and much practical work on basic swimming strokes and skills. Students who make sufficient progress may go on to take Red Cross Advanced Beginner in the same module and thus earn two certificates from Red Cross. Text: SWIMMING AND WATER SAFETY, Red Cross. Evaluation: performance of swimming strokes and skills.

#### **Red Cross Water Safety Instructor**

This recently revised (1973) 30-hour W.S.I. course consists of the methodology of teaching Swimming and Water Safety and Lifesaving and the practical work of composing lesson plans and doing practice teaching. Its completion certificate authorizes one to teach any of a number of Red Cross courses, including Advanced Lifesaving, and is a prerequisite for the jobs of camp waterfront counselor or aquatic director and lifeguard at many municipal pools. Text: SWIMMING AND WATER SAFETY, LIFESAVING: RESCUE AND WATER SAFETY, BASIC RESCUE AND WATER SAFETY, and the concomitant instructor manuals, Red Cross. Required: set of masks, fins, and snorkel. Evaluation: quizzes, lesson plans, practice teaching demonstrations, and a written

final examination. Prerequisite: Advanced Lifesaving certificate and Swimmer certificate or the passing of an equivalency test.

#### **Red Cross Advanced Lifesaving**

This 26-hour course consists of practical work and also some reading and lectures on: personal safety and self rescue; swimming rescues, defenses, releases and escapes; search and rescue; special rescue and removal techniques and first aid; beach and surf rescue and lifeguarding; small craft safety. It is the revised (1973) course that replaced Senior Lifesaving, and the certificate it carries is the only prerequisite for some lifeguarding jobs and is one of the prerequisites for the revised W.S.I. course. Text: LIFESAVING: RESCUE AND WATER SAFETY, Red Cross. Required: set of mask, fins, and snorkel. Evaluation: quizzes and demonstrated skills; written and skill final examinations. Prerequisite: good swimming endurance (500 yards continuously); marked ability in swimming strokes and related skills as evidenced by passing an admissions test.

#### **Red Cross Intermediate and Swimmer Courses**

This 12-hour course is for students who already have fair to good proficiency in swimming, but who want to increase their endurance and versatility and perfect the additional strokes and skills that will make them all-round swimmers. Successful completion of the Intermediate or the Swimmer part of this course meets the swimming requirements for Advanced Lifesaving or for Water Safety Instructor, respectively. Those entering with skills at the Beginner Swimming level will probably finish having progressed through the Advanced Beginner and Intermediate levels. Text: SWIMMING AND WATER SAFETY, Red Cross. Evaluation: performance of swimming strokes and skills. Prerequisite: swimming ability equivalent to having passed at least the Red Cross Beginner Course.

#### **Beginning Tennis**

This course is designed to give the student an introduction to the game of tennis and to help him develop the basic skills of the game. The text **Tennis**, by Johnson and Xanthas, will be used. Evaluation will be based on written, skills, and form examinations.

#### **Advanced Tennis**

This course is designed for students who wish to continue studying tennis beyond the beginning level. Evaluation will be based on written, skills, and form examinations. Prerequisite is Beginning Tennis or the equivalent.

# **PHYSICS**

For the B.A. degree, students majoring in physics normally take the following courses: Fundamental Physics I, II, and III, Electronics, Classical Mechanics, Electricity and Magnetism, Quantum Physics I, Calculus I, II, III. For the B.S. degree, additional courses normally included are Quantum Physics II and selected advanced mathematics courses, along with Senior Thesis, and Concepts in Chemistry I and II. Students may arrange independent or directed study courses in advanced subjects to suit their needs.

## **NPH 141 Fundamental Physics I** Staff

The aim of physics is to understand the nature of the physical world, particularly the particle and wave phenomena which arise for the inertial and electrical properties of matter. The three-course sequence, Fundamental Physics I, II and III, presents a contemporary view of the concepts, principles, and theories which express this understanding in a basic and elementary form. Course content is presented by means of descriptive and quantitative textbook material, appropriate laboratory exercises, and synthesizing lectures and discussions. Required reading is restricted to a text such as Halliday and Resnick, **Fundamentals of Physics**. Evaluation is based on assigned problems and exercises, on laboratory work and on several major and minor quizzes. Fundamental Physics I deals principally with particle motions, elastic waves, and heat and thermodynamics. Prerequisite: Pre-Calculus Skills: NCM 112 or its equivalent.

## **NPH 142 Fundamental Physics II** Staff

This second course of the elementary physics sequence deals with the phenomena of electricity and magnetism, elastic waves, electromagnetic waves and optics. The same text is used as in the first course. Evaluation will be the same as in the first course. Prerequisites: Fundamental Physics I (NPH 141) or consent of the instructor.

## **NPH 241 Fundamental Physics III** Staff

This course is an optional continuation of the elementary physics sequence. It deals with atomic and nuclear phenomena and with special relativity. A basic text such as Wiedner and Sells, **Elementary Modern Physics**, is used. Evaluation is based on assigned problems and exercises, on laboratory work and on several major and minor quizzes. Prerequisite: Fundamental Physics II (NPH 241) or consent of the instructor.

The next four courses, Classical Mechanics, Electricity and Magnetism, Quantum Physics I and II, will be offered as Directed Studies unless there is sufficient enrollment.

## **NPH 341 Classical Mechanics**

Staff

This intermediate course includes a study of the dynamics of particles and systems of particles and rigid bodies, an introduction to elastic media and elastic waves, and the treatment of the Lagrangian and Hamiltonian formulations of dynamics. Work is based on a text, with supplementary readings as appropriate to the needs of the student. A set of problems and a final exam are used for evaluation. Prerequisites: Fundamental Physics II (NPH 142) and Differential Equations (NMA 234), or consent of the instructor.

## **NPH 342 Electricity and Magnetism** Staff

Emphasis is placed on the fundamental role of Maxwell's equations in the study of electric and magnetic fields and of AC and DC circuits. Electromagnetic wave theory is introduced. Work is based on a text, and on supplementary readings as the student requires. A set of problems and a final exam are used for evaluation. Prerequisites: Fundamental Physics II (NPH 142) and Differential Equations (NMA 234), or consent of the instructor.

## **NPH 443 Quantum Physics I**

Staff

Experimental results leading to the formulation of modern quantum theory will be studied. The Schroedinger wave equation will be used to solve physical problems treating a variety of one-dimensional potential functions, with special attention to the comparison of classical and quantum results. Text to be announced; some audio-visuals. Evaluation will be based on solutions to assigned problems and written examinations. Prerequisite: consent of instructor.

## **NPH 444 Quantum Physics II**

Staff

This is a continuation of Quantum Physics I. The three-dimensional wave equation is studied with particular application to hydrogenic atoms. Identical particles are introduced with emphasis on low-energy scattering. Text to be announced. Evaluation will be based on solutions to assigned problems and written examinations. Prerequisite: Quantum Physics I (NPH 443) or consent of the instructor.

## **NPH 499 Independent Research—Thesis**

Staff

Outstanding students majoring in physics normally are invited to engage in active research and to prepare a thesis in lieu of Senior comprehensive examinations. Apparatus is available for



research in low-energy ionic-atomic scattering, the primary current research interest of the physics staff. Additional equipment is available for studies in x-ray crystallography, and high vacuum techniques. Designed primarily for thesis students, this course is available to others by special permission of the staff. Evaluation is based on the presentation and oral defense of the thesis.

### **NCM 150 (Directed Study) The Universe**

*Prof. Irving Foster*

How man perceives himself in any age is at least partially determined by how he perceives the physical universe of which he is a part, in the 20th century no less than in the past. This descriptive course deals with our present astronomical models. It begins with an overall view of the structure of the universe followed by a more detailed study of the solar system and of stars and star systems. It concludes with a historical review of cosmological theories from ancient times to the present. Required reading includes four paperback texts and any supplementary works the student may need to aid his understanding. Evaluation is based on four short papers and either a final research paper or an exam.

### **NCM 151 (Directed Study)**

**The World of Life** *Prof. Irving Foster*

This course stresses both the antiquity and the diversity of life on earth. It begins with the question of how life came to be and how it evolved into today's myriad forms. It then turns away from the study of the individual or species to life as it is lived in communities, in most of which man plays a part. Students read four paperback books and any supplementary material they may individually need or want. Evaluation is based on six short papers and either a research paper or a final exam.

### **NCM 204 Electronics**

### **NCM 252 (Directed Study)**

*Prof. Wilbur Block*

Starting with first principles of electronic circuit theory, the basic operation of electronic circuits and instruments is studied. Course philosophy is to impart to the interested student sufficient knowledge of electronics to enable him to utilize modern electronic techniques and instrumentation. Course content consists of an intermix of lectures and laboratory exercises based on a text and lab manual, to be determined. Evaluation is based on a lab notebook, assigned problems, and quizzes.

### **NCM 205 Astronomy 1979**

*Prof. Wilbur Block*

Astronomy includes the study of the solar system and its origin, the stars and their evolution, and the structure and origin of the universe of galaxies. Also studied are the principles of astronomical measurement. Constellations are identified. The moon, planets, and stars are observed telescopically where possible. Man's relationship to the universe is considered. Course content includes lectures and readings from a text such as Jastrow and Thompson, **Astronomy: Fundamentals and Frontiers**. Observation sessions will be arranged. Evaluation will be based on participation, solutions to assigned problems, and exercises and written examinations.

### **NCM 250 (Directed Study) A History of Scientific Ideas**

*Prof. Irving Foster*

As a contributor to man's cosmic outlook and increasingly as a source of ideas which provide the basis of our technological civilization, science is a vital force in Western society. While gadgets and devices capture public attention, the importance of science is in its ideas, whether associated with the physical or biological sciences. The rise and fall of these ideas from 1500 A.D. to the present is the concern of this course. The basic text is Gillispie's **The Edge of Objectivity**, with three short paperbacks as supplementary reading. Evaluation is based on three short papers and one final research paper.

### **NCM 251 (Directed Study) The Futures of Man: Worlds of Science Fiction**

*Prof. Irving Foster*

A hallmark of modern science fiction is its concern with the future of man, the extrapolation of our present world into a future which may be pleasant, but is usually forbidding. Science, as science, plays a less dominant role than it once did, serving often only as a key to those futures in which cultural, societal, even theological concerns are more important. This course is directed toward the study of such works of science fiction. Required reading includes Sullivan's **As Tomorrow Becomes Today**, a modern critical work, and a minimum of 5000 pages of classic and modern science fiction. Evaluation is based on four short papers and a final research paper on the "future of man" theme.

### **NCM 350 (Directed Study)**

### **Modern Astronomy**

*Prof. Irving Foster*

Modern astronomy is a quantitative physical science and its models and theories are based on our knowledge of physical and chemical proc-

esses. This course emphasizes those processes which account for the characteristics of solar system, galaxy and universe and their creation. The basic readings are Unsold, **The New Cosmos**, and Schatzman, **The Structure of the Universe**, supplemented by any of several astronomy texts where needed by the student. Evaluation is based on three papers, one of which must be a major research paper. Prerequisites: at least an elementary course in physics and mathematics through calculus.

### **NVS 481 Human Nature and Human Values** *Prof. Irving Foster*

Scientific discoveries since 1500 have radically altered man's view of himself and his relationship to the universe. This course will explore the questions, "Are modern scientific views of the nature of man compatible with the traditional Judeo-Christian value system? Are modern scientific views of man responsible for the apparent shift away from our traditional system?" Readings will be chosen from the works of such scientists as Bronowski, Schrodinger, Dubos, Skinner, Medawar, Jastrow, Eiseley, Ardrey, Lorenz, Darwin, Teilhard de Chardin and Huxley. Additional reading on the Western value systems stemming from Judeo-Christian teachings will be included. These will be oriented toward ethical rather than theological matters although the latter may not be totally absent. Evaluation is based on student performance in presenting material and leading discussions, on two short papers and on a final long research paper. The only prerequisite is eligibility to elect values sequence colloquia.

## **POLITICAL SCIENCE**

Students majoring in political science will affiliate with either the Letters or the Behavioral Science Collegium. Both require the completion of International Politics, National Government and Politics in the United States, and six additional political science courses of the student's own choosing, including at least one from each member of the political science faculty. Students are encouraged to select appropriate courses supporting their studies from related disciplines. Students majoring through the Behavioral Science Collegium are also required to complete Statistical Methods.

### **LPO 121 National Government and Politics in the United States** *Prof. Felix Rackow*

This course deals with the principles and practices of our system of government at the national

level. It will examine such areas as the principles and development of the Constitution; the essential features, consequences, and implications of federalism; the nature, methods, and functions of political parties and pressure groups; the national political conventions and primaries; electoral problems and reform; voting behavior; the establishment and growth, functions, the powers of the presidency; strong and weak presidents; the legislative process; the judicial process; and problems of civil liberty. Evaluation based on two hour exams, a final exam, and class participation.

### **LPO 221 Civil Liberties** *Prof. Felix Rackow*

The purpose of this course is to analyze and discuss recent problems in civil liberty. These problems usually boil down to an examination of the age-old problem of "liberty versus authority." In other words (1) how far can the liberty of an individual be limited in order to protect the liberty of other individuals, and (2) how far can the liberty of individuals be limited in order that the group will be protected? This course will examine the interplay of politics, social and economic conditions, and the law in such problems as free speech, religion, racial discrimination, loyalty, immigration, and fair governmental procedure. Evaluation will be based on a midterm, final examination, term paper, and class participation.

### **BPO 246 Varieties of Political Theory**

*Prof. Anne Murphy*

From moral philosophy through ideology to empirical theory, thinkers and activists have tried to understand political systems and political behavior. Contemporary political research rests on assumptions just as surely as Augustine's "City of God" is based on a point of view. This course will alert the student to the classic and contemporary thinkers who try to make sense of social policy and decision making. Text: Bluhm, **Theories of the Political System**. Evaluation will be based on class participation, tests, and a major paper based on either a key theorist or a classic problem addressed by many thinkers. Prerequisite: at least Sophomore standing. Offered in 1979-80, then in alternate years.

### **LPO 321 Constitutional Law I**

*Prof. Felix Rackow*

This course examines those portions of the United States Constitution that deal with governmental structure, relationships, and power, including judicial review, separation of power, federalism and selected powers of the national



government. The approach utilized will be the study of cases. Students will read opinions of the Supreme Court; these will be discussed in class for analysis and trends. Midterm and final examinations are combinations of closed-book tests done in class and open-book tests done outside of class. Class participation expected. May be taken independently of Constitutional Law II.

### **LPO 322 Constitutional Law II**

*Prof. Felix Rackow*

This course examines those portions of the United States Constitution that deal with relations between the individual and the government, primarily those relations cited specifically under the Bill of Rights and the Fourteenth Amendment. The approach utilized will be the study of cases. Students will read opinions of the Supreme Court; these will be discussed in class for analysis and trends. Midterm and final examinations are combinations of closed-book tests done in class and open-book tests done outside of class. Class participation is expected. Constitutional Law I is not a prerequisite. Offered in 1979-80.

### **LPO 323 The American Presidency**

*Prof. Felix Rackow*

This course considers the American presidency as a political and constitutional office: its growth and development from Washington to Carter. It will consider such topics as the selection of the president as well as the president's role in formulating and conducting foreign policy; treaties and executive agreements; the president as Commander-in-Chief and as protector of the peace; his relation to Congress and his party. Evaluation will be based on a midterm, final exam, term paper, and class participation. Offered in 1979-80.

### **BPO 344 U.S. Congress**

*Prof. Anne Murphy*

Representative government focuses on legislative politics. Democratic theory or practical politics can be better understood by careful study of the U.S. Congress. Political behavior, election campaigns, law making, lobbying and constituency opinion will be examined. Texts: **Congressional Quarterly, Weekly Report** and Ripley, **Congress, Process & Policy**. Evaluation is based on class participation, evidence of outside reading, tests and a research report. Prerequisite: U.S. National Government or The American Presidency. Offered in 1979-80, then in alternate years.

### **BPO 345 Grass Roots Politics**

*Prof. Anne Murphy*

Elections as they affect Precinct 63-A, St. Petersburg, Pinellas County, Congressional District #6, Florida, provide the subject of this course. Each student chooses a candidate, a party, or an issue, and follows through until election night. The last portion of the semester will provide background for understanding the outcome. Requirements include reading, research, speaking, canvassing, organizing, and reporting to class. Evaluation is based on 1) a brief paper early in the module explaining the student's choice of activity and proposed program, 2) an analytic report describing the student's own involvement and explaining the outcome, and 3) a final exam based on reading to be assigned during the second half of the course. Offered in 1979-80, then in alternate years.

### **BPO 346 Political Parties in the U.S.**

*Prof. Anne Murphy*

Parties still provide a visible link between individual citizens and public policy. We will examine theories of development, structure, practice and changing coalitions of American political parties at the national, state and county level. Texts will be Sorauf, **Party Politics in America** and Freeman & Gattin, **Political Parties and Political Behavior**. Evaluation will be on the basis of class participation, tests, class reports, and evidence of outside reading. Students should have several courses in U.S. government, history and social organization before taking this course. Offered in 1979-80, then in alternate years.

### **BPO 348 Urban Political Systems**

*Prof. Anne Murphy*

Is a city a place to live? A community? A state of mind? A jungle? How are the decisions made that enhance or destroy the quality of life in densely populated areas? Forms of city government, power structure analysis (political process), and intergovernmental relations will be the focus of this course. Reports on outside reading, class participation, quizzes, short papers, and an exam will be the basis for evaluation. Prerequisite is at least Sophomore status, and at least two courses in related areas.

### **BPO 445 American Foreign Policy**

*Formation Prof. Anne Murphy*

This course examines the agencies and procedures for formulating and administering United States foreign policy. The prerequisites are at least two courses in U.S. government, politics, or history. Evaluation will be based on classroom

participation, reports, reading, quizzes, and a term paper. Offered in 1978-79, then in alternate years.

### BPO 446 Electoral Behavior

*Prof. Anne Murphy*

This course surveys the research and analysis of electoral politics in the United States since 1945. Most of the available material focuses on Presidential elections, but students will be expected to apply the classical findings to sub-national elections as well—Congressional districts and city or county referendum returns. In addition to reading widely in the literature (*The American Voter, Elections and the Political Order, The Ticket-splitter*, and contemporary journal articles), each student will analyze a set of election returns by correlating precinct votes and census data. Bases for evaluation will include an examination over required reading and a written analysis of a set of election data. Two or three courses in politics, sociology, or social psychology are prerequisite. Offered in 1979-80, then in alternate years.

### LVS 302 Justice, Law and Community

*Prof. Felix Rackow, Staff*

All persons living in social groups, whether the state, the city, or the family, are faced with the necessity of understanding "community" and the interrelationships of "law" and "justice." The purpose of this colloquium is to explore the nature of law, its purposes, the means necessary to effectuate those purposes, the limits of the law's efficacy, the relation of law to justice and morality, and the modes by which law changes and grows historically in different communities. Evaluation will be based on a midterm, final examination, term paper, and class participation.

## PSYCHOLOGY

All students majoring in psychology will complete a common core of five basic courses: Introduction to Psychology, Statistical Methods, Fundamentals of Psychological Research, Personality Theory, and Learning and Cognition. In addition, students will elect two courses from each of the two area categories listed below, making a total of four elective courses. The psychology major thus requires nine courses, five of which are required of all students and four of which are elective. Introductory psychology is normally taken in the Freshman year, Statistical Methods and Fundamentals of Psychological Research in the Sophomore year, and Learning & Cognition and Personality Theory in the

Junior year. **Area 1—Experimental Psychology:** Developmental Psychology, Social Psychology, Biopsychology, History and Systems of Psychology, Research Seminar in Social Psychology. **Area 2—Applied Psychology:** Behavior Disorders, Introduction to Clinical and Counseling Psychology, Psychometric Theory, Behavior Modification, Group Dynamics, Gestalt Theory and Practice, Theory and Practice of Child Therapy, Practicum in Peer Counseling.

### BPS 110 (Modes of Learning)

#### Introduction to Psychology

*Profs. Ted Dembroski, James MacDougall*

This course serves as an introduction to the scientific study of psychological processes and behavior. Such methods as experimentation, correlation, and observation will be covered with an eye to demonstrating how psychological knowledge is acquired and utilized. A number of theoretical approaches to human and animal behavior will be explored along with the research on which the theories are based. Examples of psychological processes and behavior that will be examined include cognition, learning, emotion, aggression, personality, and prejudice. Since student enrollment in the course typically has been high, lectures and readings are the principal sources of information. Tentatively, one text will be required. Evaluation will be based upon three examinations given in class. Early completion of this course is required for those who wish to concentrate in psychology or to be certified in education.

### BPS 201 Fundamentals of Psychological Research

*Prof. James MacDougall*

This course will introduce the student to the nature of research and experimentation in psychology. Starting with the basic understanding of research methodology, the topics of formulation of hypotheses, design of experiments, execution of experiments, analysis of data, and communication of results to co-workers in the field will be included. All phases of experimentation will be covered, including observational techniques and correlational and laboratory methods. Text to be chosen. Evaluation will be based on quality of several one-hour quizzes, a laboratory notebook, and a formal research or library review paper. Prerequisites: Introductory Psychology and a course in statistics.

### BPS 205 Learning and Cognition

*Prof. James MacDougall*

This course will focus on the study of the basic principles of human perception, learning, mem-



ory, thinking and creativity. Insofar as those processes are basic to theory and research in all other areas of psychology and education, this course is appropriate for students in many areas besides psychology. Evaluation will be based on several in-class examinations, laboratory projects, and a research paper. Prerequisite: Introductory Psychology.

### **APS/AED 207 Group Dynamics**

*Prof. Frank Schorn*

For description see AED/APS 207 under EDUCATION.

### **BCM 260 Statistical Methods**

*Profs. James MacDougal, Jack Williams*

For description see SOCIOLOGY.

### **BPS 300 Developmental Psychology**

*Prof. Ted Dembroski*

This course covers past and present concepts, theories, and research in developmental psychology. Examples of topics receiving attention include early experience, intellectual development, social learning, behavioral modification, achievement, and morality. A variety of methods (observational, correlational, and experimental) will be examined in studying the development of both human and non-human organisms from conception to death. A text and book of readings are required. Two or three examinations and class participation serve as bases for evaluation. Prerequisite: Introduction to Psychology.

### **APS 302 Gestalt Theory and Practice**

*Prof. Thomas West*

Gestalt work is one of the foundation stones in the human potential movement lending itself well to therapy, personal growth, education, specialized counseling, and self-awareness. It developed from an integration of Gestalt psychology, existentialism, psychoanalysis, client-centered therapy, and body psychology. It deals with the individual as a whole, in a here-now, I-thou relationship. This experience will expose the student to the theoretical framework of Gestalt and how it is applied in education, therapy and personal growth. Evaluation will be based on a term project, a group demonstration, a midterm, and a final examination. Prerequisite: Introduction to Psychology, or permission of the instructor. Offered in 1979-80, then in alternate years.

### **BPS 302 Social Psychology**

*Prof. Ted Dembroski*

This course will cover past and present concepts, theories, and research in social psychology. Emphasis will be placed on methodology, especially the experimental approach to understanding the social forces which affect individual beliefs, emotions, and behavior. Examples of topics planned for inclusion include social influence, attitudes, persuasion, social affiliation, leadership, and prejudice. Special attention will be devoted to natural setting field research. A text, a book of readings, and selected journal articles are required reading. Evaluation will be based on two or three examinations and class participation. Prerequisites: Introduction to Psychology and a course in statistical methods.

### **BPS 305 Behavior Modification**

*Prof. Bart Tebbs*

The purpose of this course is to introduce the student to the application of learning principles as they are used to modify behavior in applied settings, especially as those techniques are used in management, teaching, and clinical psychology. A text will be used, supplemented with readings in the student's primary area of interest. Students will also complete a behavior modification skills training program. Evaluation will be based on midterm tests, the development of a behavior modification program, and a final examination. Prerequisite: Introduction to Psychology.

### **BPS 306 Psychology of Personality**

*Staff*

This course is for psychology majors who want to study personality in some detail and the student outside of psychology who wants to understand himself/herself and others in a more scientific way. Three avenues to understanding personality will be stressed: theory, research, and assessment. This course will emphasize both theoretical and research problems in personality. Students should leave the course with the ability to (1) characterize trait and factor, psychoanalytic, behavioral, and phenomenological theories of personality and (2) describe and evaluate important research relevant to personality theories and psychological testing. Required reading includes a text and selected journal articles. Evaluation will be based on two or three examinations and class participation. Prerequisite: Introduction to Psychology.

### **BPS 307 Psychometric Theory**

*Staff*

The major purpose of this course is to teach the basic principles of psychological assessment,

including test construction, reliability, validity, and utility. In addition, students in the course will study the basic psychological and measurement assumptions underlying such forms of assessment as interviews, self-report inventories, aptitude tests, projective tests, and behavior ratings, and the range of situations in which such testing is appropriate. Evaluation will be based on several in-class examinations and one or more laboratory projects in test construction. Prerequisite: Introduction to Psychology, Statistical Methods, and Personality Theory.

### **APS/AHR 308 Introduction to Clinical and Counseling Psychology**

For description see AHR/APS 308 under HUMAN RESOURCES.

### **APS/AHR 309 Behavioral Disorders**

For description see AHR/APS 309 under HUMAN RESOURCES.

### **BPS 309 Biopsychology**

*Prof. James MacDougall*

This course will be concerned with the study of basic neurological and neurophysiological principles and the application of these principles to the understanding of such phenomena as instinct, motivation, perception, learning, and higher cognitive processes such as thought and language. Text to be announced. Evaluation will be based on several in-class examinations and a research paper. The content is of intermediate difficulty and would be appropriate for Junior and Senior students with backgrounds in psychology or the natural sciences.

### **APS 401 Child Therapy**

*Prof. Vi Brody*

This course will allow a student to cover the theoretical background of child development and therapy, to work as a therapist under supervision, and to participate in weekly seminars. Three hours weekly for the academic year are spent working with a child and in critiques with the supervisor. Required reading: White, **Human Infants**; Kagan, **Personality Development**; Bowlby, **Attachment**; Des Lauriers and Carlson, **Your Child Is Asleep**; Des Lauriers, **The Experience of Reality of Childhood Schizophrenia**. Evaluation will be based on a journal and a paper bringing experiences into the framework of theory. Prerequisite: Introduction to Psychology and permission of instructor.

### **BPS 402 Research Seminar in Social Psychology**

*Prof. Ted Dembroski*

The purpose of this course is to provide an opportunity for students to be exposed to the design, conduct, and writing of an original piece of research in social psychology. The seminar devotes a great deal of attention to generating and criticizing research ideas. The major objective, however, is to carry through a research project from idea inception through sound methodology to final publication form. A book of readings and numerous journal articles and reviews are required reading. Evaluation is based on class participation, quality of involvement in this research project. Prerequisites are Introduction to Psychology, Statistics, and Psychology of Personality or Social Psychology, or consent of instructor.

### **APS 403 Practicum in Peer Counseling**

*Prof. Kirk Stokes*

The purpose of this course is to develop behavioral competencies in the areas of individual and group counseling and testing. Topics to be considered will include: developing a contract with a client; interviewing techniques; test interpretation; career counseling; planning a group; leadership styles; crisis intervention; referral; and evaluation techniques. Students will be required to co-lead a number of groups; present case conferences; and fulfill assignments on topics covered in class. Evaluation data will consist of client and peer feedback, self evaluation and class performance. Prerequisite: Introduction to Clinical and Counseling Psychology, Group Dynamics, and permission of the instructor. The course is limited to six students who are Junior or Senior psychology majors.

### **BPS 404 History and Systems**

*Staff*

The purpose of this course is to provide the advanced psychology student with a synthetic overview of the history and major theoretical systems of modern psychology. Through this course, the student will gain an organized knowledge of (a) historically recurring questions of human thought and behavior which have motivated research and theory in psychology; (b) the range of methodological and philosophical assumptions concerning human behavior which underlie the various theoretical perspectives of modern psychology; and (c) the major theoretical systems which have emerged during the twentieth century. The text will be **Systems and Theories in Psychology** (2nd Ed.) by Marx and Hillix. Evaluation will be based upon two examinations and a research paper. This



course is strongly recommended for all psychology majors and is essential for those students who contemplate graduate work in the field. Prerequisites: Junior or Senior standing and major preparation in psychology.

### **APS/BPS 499 Independent Research— Thesis** Staff

Students majoring in psychology may elect to devise an independent study project with one of the participating faculty members. Such projects may be oriented toward library research and reading, or may involve laboratory or field research projects. Directed research leading to a Senior thesis is normally available only by invitation of the participating faculty member. Students planning to do a Senior thesis must complete a preliminary research proposal by April of their Junior year.

### **BVS 361 Social Psychology** *Prof. Ted Dembroski*

This course is designed to acquaint the student both with basic methodological procedures in social psychology and with subject matter of current interest in which sophisticated research has been conducted. Such topics as aggression, persuasion, prejudice, interpersonal attraction, and conformity will be examined in an attempt to understand the forces that affect such social behavior. Special attention will be devoted to examining ethical and human value considerations in the work. Prerequisite is an introductory course in psychology.

## **RELIGIOUS STUDIES/ RELIGIOUS EDUCATION**

Students majoring in religious studies must take the basic course, *The Study of Religion*, and at least two courses from each of the following areas: Biblical studies, historical and theological studies, philosophy of religion and ethics, and non-Western religions. Competency in the religious studies major will be determined by successful completion of all courses and a comprehensive examination or thesis. Directed and independent study courses may be taken toward fulfillment of this major.

An interdisciplinary concentration in Religious Education is also available. This concentration will entail work in four academic areas: Biblical and Theological studies; Education and Child Development studies; Psychology and Counseling studies; and Management studies. This concentration should appeal especially to students

contemplating professional careers with the Church and Synagogue, and to students who wish to work as lay people in religious institutions.

### **LRE 110 (Modes of Learning)**

#### **The Study of Religion**

*Profs. Alan Carlsten, Stanley Chesnut*

An introduction to the methods and contents of religious studies, exploring the variety of religious experience in the East and West through readings, discussions, lectures, and films. Field trips and other experiences will provide opportunities for first-hand observation, description, and analysis of religious phenomena. Students will also be encouraged to consider personal religious values. Textbooks for the course are Ballou, *The Viking Portable Library World Bible*; Hick, *Philosophy of Religion*; Eliade, *The Sacred and the Profane*. Evaluation will be based upon participation, reports, midterm and final exams, and a paper exploring and synthesizing personal religious values.

### **LRE 113 (Modes of Learning)**

#### **Understanding the Bible**

*Prof. Stanley Chesnut*

The Bible may be interpreted both subjectively and objectively, and this course combines the two approaches. Subjective study includes reading with empathy and insight, as well as development of a personal interpretation. The skills of literary analysis, historical criticism, and theological exegesis applied to the poetry, histories, prophecies, short stories, parables, and epistles of the Bible constitute objective study. The purpose is to achieve a constructive understanding of sacred scripture. The texts for this course are *The New Oxford Annotated Bible*, and *Introducing Biblical Literature*, by Leonard L. Thompson. Students will be expected to participate in class discussions and to take weekly quizzes and midterm and final examinations. Evaluation will be based upon all these things. Strongly recommended for those who plan further study of the Bible or Religion.

### **LRE 221 Religion in America**

#### **LRE 250 (Directed Study)**

*Prof. Alan Carlsten*

The study of religion in America is perhaps the most interesting phenomenon in all of religious history. There is much more than an ocean which separates the European Catholic and Protestant from their American counterparts. There are many reasons for the unique style of Christianity and Judaism in America but the fundamental explanation would seem to be

contained in the phrase, "the New Jerusalem." This was the Biblical paradigm for the transplanting of the Church in the new world. This course will analyze and evaluate the beliefs, behavior and institutions of religion in America thereby enabling students to appreciate the tremendous significance of religion in the American experience. Required reading: Sydney Ahlstrom, ***Religious History of the American People***. Evaluation will be based upon three one-hour examinations, class participation and a brief paper. Offered in 1979-80, then in alternate years.

#### **LRE 231 Nordic Religion and the Icelandic Sagas**

*Prof. Alan Carlsten*

This course is an introduction to the phenomenological method of inquiry into religion. It will use as its subject matter the ancient Nordic religion, particularly as that religion is presented and described in the Icelandic saga literature. Particular emphasis will be placed on the elements of myth, symbol and cult as they appear in the sagas. Description, analysis and evaluation of the sagas will play an important role in the course. Readings will include Magnusson and Palsson, ***The Vinland Sagas: The Norse Discovery of America; Njal's Saga***; Johnson (trans.), ***The Saga of Gisli***; Hallberg, ***The Icelandic Saga***. Work to be submitted for evaluation will include class reports, research paper and two one-hour exams. Offered in 1979-80, then in alternate years.

#### **CRE 241 The Hindu Tradition**

*Prof. Gilbert Johnston*

For an American with a Christian or Jewish background, the study of Hinduism opens up surprisingly new ways of thinking about religion. Alike in the ancient hymns of the Rig Veda, the subtle teachings of the Upanishads, and the earnest moral searching of the Bhagavad Gita, a distinctive Indian spirituality, probes beyond life, death, time, space, good and evil to find an underlying, timeless reality. This course will involve reading and discussing some of the basic texts in which the Hindu outlook finds expression while tracing its influence on various aspects of traditional Indian society, such as family life and customs, caste regulations, occupations, government, and systems of thought. Students will be expected to keep a journal, write a reflective book review, and submit one paper or an approved project. In addition to the above-mentioned classical texts, Hopkins, ***The Hindu Religious Tradition*** and parts of Basham, ***The Wonder That Was India***, will be required reading. Offered in 1978-79, then in alternate years.

#### **LRE 241 Christian Thought and Practice Through the Centuries**

*Prof. Alan Carlsten*

This course will offer an intensive study of the beliefs, behavior patterns and institutional structures of the Christian Church throughout her twenty centuries of existence. Special attention will be given to the great theological debates, the development of the episcopacy and the problems of Church and State. The significance of the monastic movement and the tumultuous sixteenth century Reformation will be studied in depth. The course concludes with an assessment of post-Vatican II Christendom. Required reading: R. H. Bainton, ***Christendom***, Vols. I & II; St. Augustine, ***City of God***; Martin Luther, ***Three Treatises***; D. Knowles, ***Christian Monasticism***. Evaluation will be based upon three one-hour examinations, class participation, and a brief paper. Offered in 1978-79, then in alternate years.

#### **CRE 242 The Buddhist Tradition**

*Prof. Gilbert Johnston*

Like Christianity in the West, Buddhism in the East cuts across national boundaries and brings its distinctive influence to bear on all the cultures it encounters. This course will explore the meaning of Gautama's enlightenment and the nature of the Noble Eight-fold Path, tracing the development of Buddhist ideas and practices as they spread from India to the various countries of South and East Asia. Readings will include DeBary, ed., ***The Buddhist Tradition***; Rahula, ***What the Buddha Taught***; Chen, ***Buddhism***. Students will be expected to write two short papers: one, a comparative study, and the other, an inquiry into the meaning of a primary source. There will be two tests and one longer exam. Offered in 1979-80.

#### **CRE 243 Asian Religion: East Asia**

*Prof. Gilbert Johnston*

Confucianism, Taoism, Shinto, and the so-called new religions of the modern age will be emphasized in this course on the religious traditions of China and Japan. Attention will be given to the way traditional views of the world and of man's place in it, the nature of human society and the proper forms of behavior are changing in the face of modern pressures. Readings will include Chan, ***A Source Book in Chinese Philosophy*** and DeBary, ***Sources of Japanese Tradition***. There will be two examinations and one paper. Offered in 1979-80.



### **LRE 251 (Directed Study) Introduction to the Old Testament** Prof. Stanley Chesnut

A thorough study of the history, literature, and religion of the Old Testament, with emphasis on the major books of the Hebrew Bible (in English). With the guidance of a detailed syllabus, students will encounter the Pentateuch, the History, the Prophets, and the Writings of the Old Testament in their historical contexts. Israelite religion and its development is a central feature of this course of study. In addition to the syllabus, students will read from **The New Oxford Annotated Bible**; Anderson, **Understanding the Old Testament**; and additional related works. There will be several brief writing assignments and a comprehensive examination. Evaluation will be based upon the written work and the examination. This course is strongly recommended for students planning upper-level work in Bible at Eckerd College.

### **LRE 252 (Directed Study) Introduction to the New Testament** Prof. Stanley Chesnut

Concentrating on the Gospels, this course includes a careful study of the life and teachings of Jesus, as well as reading of most of the New Testament literature. A syllabus is provided, and students will work through a plan of study designed to introduce the most important ideas and events of the Gospels, Acts, the letters of Paul, other letters, and the Book of Revelation. The origins and principles of early Christianity are a major focus of this course of study. Required reading assignments are in: **The New Oxford Annotated Bible**; Throckmorton (ed), **Gospel Parallels**; and Kee, Young, Froehlich, **Understanding the New Testament**. There will be several brief writing assignments and a comprehensive final examination. Evaluation will be based upon the written work and the examination. This course is strongly recommended for students planning upper-level work in Bible at Eckerd College.

### **LRE 253 (Directed Study) The Life and Teachings of Jesus** Prof. Stanley Chesnut

This course is a survey of the life and principal teachings of Jesus as recorded in the Gospels of the New Testament. Reading of the primary sources is of first importance, and the syllabus outline will lead the student through the essentials of Jesus' life and works in the four Gospels. The Galilean and Judean ministries, the Sermon on the Mount, parables and other sayings, and the final days in Jerusalem are highlights of this study. The textbook is Burton H. Throckmorton, Jr. (ed.) **Gospel Parallels**, with additional read-

ings assigned for the Gospel of John and for background. The syllabus indicates suggested reading in secondary sources and topics for research papers. There will be a comprehensive final examination, with evaluation based upon this examination and the writing assignments.

### **LRE 254 (Directed Study) Archaeology and the Bible** Prof. Stanley Chesnut

An introduction to Biblical archaeology, designed to acquaint the student with the methodology of historical inquiry through archaeology and the results of this inquiry for interpretation of the Bible. A syllabus of readings and research assignments provides guidance for the study of the development, field methods, discoveries, and interpretations in Biblical archaeology over the past century. Emphasis is upon the usefulness of this work for understanding the Bible. Textbooks are G. Ernest Wright, **Biblical Archaeology**, and **The New Oxford Annotated Bible**. A bibliography and supplementary readings are included in the syllabus, and students are expected to undertake several short writing assignments and a final examination. Evaluation will be based upon the written work and the examination. A general knowledge of the Biblical writings would be very helpful.

### **LRE 331 Contemporary Theology**

Prof. Alan Carlsten

This course will introduce students to the major theologians of the twentieth century. The works of Barth, Niebuhr, Tillich, Cox, Heschel, Schillebeeck, Moltmann and Cone will be studied in depth. Urgent issues such as nuclear arms proliferation, racism, under-developed countries, nationalism, totalitarianism, liberation movements and sexism will be examined in the light of the teachings of these eminent theologians. Evaluation will be based upon three, one-hour exams and a final paper. Offered in 1979-80, then in alternate years.

### **LRE 341 The New Religions**

Prof. Stanley Chesnut

The search for a new spiritual understanding in the West has resulted in the amazing rapid growth of "new religions" and in new ways of interpreting the "old religions." This spiritual revolution includes such phenomena as Western Zen, Transcendental Meditation, the Jesus people, occultism, astrology, reincarnation, and drug cults. Using Jacob Needleman's **The New Religions** and the anthology **Religion for a New Generation** by Needleman, Bierman, and Gould, this course goes beyond a study of recent religious movements to examine some of

the roots of the quest for a new religious consciousness. Requirements include seminar reports, a research project, and midterm and final examinations. Prerequisite: LRE 110/CRE 110 The Study of Religion, or permission of the instructor. Offered in 1978-79, then in alternate years.

### **CVS 486 Secularism and Personal Values**

*Prof. Gilbert Johnston*

What are the various meanings of the word "secular" and how has the trend toward secularism affected the arts, literature, government, religious institutions, and general life styles? These questions will be considered as background material for a discussion of personal values. Harvey Cox, *The Secular City*, will be read as representative of a positive Christian attitude toward secularism. Other readings will challenge this view or offer contrasting interpretations. Each student will be expected to write a position paper on personal values and a report on secularism as challenge and/or opportunity in a particular area of the student's concern. Offered in 1979-80.

## **RESIDENT ADVISER**

### **ACM 305 Resident Adviser Internship**

*Student Affairs Staff*

The Resident Adviser Internship for those selected to be RA's is a year-long course beginning with a pre-Autumn Term Workshop. Forty-five hours of classroom instruction is conducted during Autumn Term; bi-weekly meeting of the total group, monthly complex meetings, on-duty rotation and periodic workshops constitute the in-service training. Topics covered include community and group development, communication and paraprofessional counseling, crisis intervention and first aid, conflict resolution, leadership, assertiveness and cross-cultural training. Each RA will write a behavioral contract outlining personal objectives to accomplish program goals. Included in this contract will be the commitment to conduct three projects which will benefit the House, Complex and Campus. Evaluation will be based on successful completion of the training, three projects, feedback from the House residents and cooperation with the Residential Affairs staff.

## **RUSSIAN STUDIES**

The program in Russian studies integrates the study of the Russian language with Russian his-

tory, Russian literature, and contemporary Soviet reality. Students must complete at least two years of college-level Russian, and finish five courses dealing specifically with Russia: two in Russian history, two in Russian literature, and one in Soviet Area Studies. Each student in this program must also choose a field of specialization within Russian studies (usually language, literature, history, or social sciences) consisting of at least four courses in addition to those listed above. When appropriate these courses may be independent or directed studies, colloquia, and/or thesis preparation. All students will have an oral examination covering their entire program, in addition to the comprehensive examination in a field of specialization or a thesis.

### **CRU 110 (Modes of Learning)**

### **CRU 102 Elementary Russian**

*Staff*

These courses offer intensive drill in understanding, speaking, reading, and writing grammatical and conversational patterns of modern Russian. There will be reading from simple Russian prose the latter part of the course. Textbooks and readers will be used. Evaluation will be based on written exercises and exams. No prerequisites for CRU 110; successful completion of CRU 110 or its equivalent is prerequisite for CRU 102.

### **CRU 201/202 Intermediate Russian**

*Staff*

These are courses in review and completion of basic Russian grammar, and continued work on conversational skills. Textbooks and readers will be used. Work to be submitted for evaluation: written exercises, exams. Prerequisite: completion of Elementary Russian.

### **CRU 301 Introduction to Russian Literature and Culture**

*Prof. William Parsons*

An examination of the Russian cultural heritage, including a survey of Russian literature from Pushkin to Solzhenitsyn. Readings, short papers, special lectures and films, and discussions primarily in Russian. Offered in 1978-79, then in alternate years.

### **CRU 302 Daily Life in Soviet Society**

*Staff*

This course examines the daily life of the Soviet citizen as expressed in such institutions as the family, education, and youth organizations, economic pursuits, mass media, leisure activities, etc. Readings will include articles from current Soviet periodicals such as *Pravda* and *Sputnik*. Students will also have the opportunity to pursue in greater depth a project in their special field of interest. Prerequisite: completion of two

years of college Russian. Offered in 1979-80, then in alternate years.

### CAS 283 Soviet Area Studies

For description see AREA STUDIES.

For further courses see also HISTORY and LITERATURE.

## SOCIOLOGY

The required courses for the sociology major are Introduction to Sociology, Statistical Methods, Research Design, and The History of Sociological Theory. In addition to these, each student selects four other sociology courses in consultation with the Mentor.

Students concentrating in community studies are required to take the following courses: American Community, Community Organization, Community Field Experience, Complex Organizations and Bureaucracies, Statistical Methods, and Research Design. In addition to the core courses mentioned above, a student may wish to undertake electives or independent study courses from a list of subjects which are compatible with a community studies concentration.

### BSO 110 (Modes of Learning) Introduction to Sociology

*Prof. Jack Williams*

This course will have two goals: to introduce the student to the state of our knowledge on the nature of society and the dynamics of social behavior; and to address the question, "Is a science of society possible?" through an examination of the means sociologists employ to investigate social behavior. The course deals with the possibility of a "science of society" by posing the fundamental questions sociologists must answer and by examining the applicability of scientific methods to those questions. It is also devoted to basic social issues. Attention will be divided between an overview of the state of our knowledge and a consideration of the research procedures most typically employed. Readings for the course will include an introductory sociology textbook and articles employing some of the more widely used methods of social research. Evaluation of students will be based on six quizzes. An extra credit term paper is optional. This course is a prerequisite for all students planning a concentration in sociology.

### BSO 116 (Modes of Learning) The American Community

*Prof. William Winston*

This course is designed to provide a foundation

for understanding the American community in its complexity, diversity, and patterned behaviors, using both theoretical and case study approaches. Students will develop skills in identifying and analyzing community structures and values, and in researching some aspects of community. The course is open to all students. Texts: **Perspectives on the American Community**, by Roland Warren and **Communities: A Survey of Theories and Methods of Research**, by Dennis E. Poplin. Evaluation will be based upon two examinations and a term paper. Offered in 1979-80, then in alternate years.

### BSO 150 (Directed Study) Introduction to Sociology

*Prof. Jack Williams*

Following the outline of Broom and Selznick's text, **Sociology: A Text with Adapted Readings**, the course has three sections. The first develops an understanding of the basic tools and concepts of sociology. The "topics" in this section are: science and social behavior, social organization, culture, socialization, primary groups, social stratification, complex organization, collective behavior and population. The second section is devoted to the study of four social institutions: the family, education, religion, and law. The third section takes up major trends in American society: developments in racial and ethnic relations, urbanization, technological change, and political change. Students will be evaluated on three tasks. The student must demonstrate a working familiarity with terms and concepts; respond to chapter review questions in a paragraph (short answer) form; for each chapter of the text, write a one-to-three page essay in response to general questions. The syllabus contains a complete list of terms, review questions and essay topics.

### BSO 220 Racial and Cultural Minorities

*Prof. Jack Williams*

This course will examine the processes of conflict, accommodation, and assimilation in majority-minority relations. It will also examine the social, historical, cultural, political, and economic factors involved in racism, prejudice and discrimination. Required reading will consist of a basic text and several paperback books as supplemental material. Evaluation will be based on two exams and a research paper. Offered in 1979-80, then in alternate years.

### BSO 221 Juvenile Delinquency

*Prof. William Winston*

This course will attempt to analyze juvenile delinquency from an interactionist-labeling per-

spective. This framework provides a basis for understanding not only delinquency, but also behavior in general. It is a general perspective that emphasizes (a) the collective nature of human behavior (looking at symbols, language and gestures in the formation of social action); (b) the dynamics of interaction between self and others; and (c) the processive and emergent nature of human interaction, and the importance of seeing reality from the point of view of those engaged in action. Evaluation will be based upon four examinations and a term paper.

**BSO 250 (Directed Study) The Family**  
*Prof. Jack Williams*

This course will examine the family at two conceptual levels. It will consider the family as a social institution, focusing primarily on the relationship between a society's family system and its economy and technology, and it will also examine the family as a small group. In this context, the focus will be on the processes of attraction, conflict and accommodation which both bring families together and pull them apart. The texts for the course are Leslie's **The Family in Social Context**, third edition, and the Deloras' **Intimate Life Styles**. Students will be evaluated on the basis of extensive essays on seven assigned topics.

**BSO 322 Social Gerontology**  
*Prof. William Winston*

This course concentrates on aging and age status as determinants of social interaction and social change. The first half of the course is concerned with social gerontology: theories of aging, research on life satisfaction and adjustment to aging; assessment of housing, medical, and economic needs of the elderly; death and bereavement; and family life. The second half focuses on age and social change: parent-youth conflict, conflicts on institutional values, life goal changes, and areas of value continuity. Cross cultural and cross temporal comparisons are made. Required reading is Atchley, **Social Forces in Later Life**, and selected journal articles. Students will participate in a primary research project on aging or generational conflict/continuity. Evaluation will be made on the written project, two exams, and class participation. Prerequisite is an introductory course in sociology. Introductory courses in other behavioral sciences are recommended preparation.

**BSO 326 The Family**  
*Prof. Jack Williams*

The first part of this course seeks to locate the contemporary American family in its cultural

context by pointing out historical and economic factors involved in the development of the modern family, and differences between the American family and the family of other societies. The second part of the course emphasizes sociological and psychological variables in interpersonal attraction, marital adjustment, and the socialization of children. Readings will consist of a comprehensive text, supplemented by journal articles. Students will be evaluated on the basis of two exams and two short papers. Prerequisite is an introductory course in any of the behavioral sciences.

**BSO 324 Criminology**  
*Prof. William Winston*

Deviance is a social concept encompassing all the forms of behavior that a society deems threatening, harmful, or offensive. Criminality is also a socially dependent and culturally relative concept. There is a difference, however: criminality is a special subdivision of deviance that is expressly punishable through formal sanctions applied by political authorities. The authorities evaluate and punish rule-breaking behavior (and can, thereby, confer criminal status on a variety of individuals) by means of a "criminalization" process. The basic objective of this course will be to examine theories of criminal behavior and how various legal processes attempt to control this behavior. Texts will be **Criminology** by Sutherland and Cressey, and **Introduction to Criminal Justice** by Newman. Evaluation will be based on four examinations and several short papers. Prerequisite: an introductory course in sociology.

**BSO 325 Community Field Experience**  
*Prof. William Winston*

These courses provide apprenticeships and internships in carefully selected community agency areas. Upon approval of the instructor and field supervisor, a mutually agreed upon contract is signed, identifying the particular job description, activities, and responsibilities of the student. Apprenticeships are defined as exploration into areas of personal student interest and of community need. Internships are defined as concentrated training in an area of student career or vocational interest. Prerequisites: approval of instructor and field supervisor; second semester Freshman standing. Limited to twenty students.

**BSO 328 Complex Organizations and Bureaucracies**  
*Prof. Jack Williams*

This course will deal with the social and historical origins of complex organizations and bu-

reaucracies, empirical research on a variety of issues related to the internal dynamics of bureaucracy, and the behavior of organizations in their social and cultural environments. Reading material will consist of a basic text and journal articles in sociology, public administration, political science and management. Students will be evaluated on the basis of two exams, a research paper and class participation. Prerequisite: Introduction to Sociology.

**BSO 350 (Directed Study) American Minorities** *Prof. Jack Williams*

This course involves a detailed descriptive and comparative study of the history and present status of five American ethnic minorities. The student will choose five minorities from a list of eight and write a four part essay, based on assigned readings, on each minority. The eight minorities are: Blacks, Jews, Italian-Americans, Puerto Rican-Americans, Japanese-Americans, Chinese-Americans, Mexican-Americans and American Indians. Reading assignments will consist of one paperback book on each minority chosen. Evaluation will be based entirely on the five essays. Prerequisite: an introductory course in the behavioral sciences.

**BCM 260 Statistical Methods** *Profs. Jack Williams, James MacDougall*

This course introduces the principles of descriptive and inferential statistics. It has two fundamental goals: (a) to develop in each student an intuitive understanding of basic statistical principles and (b) to teach each student how to apply statistical principles and techniques to real life situations in a reasoned and relatively sophisticated fashion. One text will be required. Evaluation will be based on weekly quizzes and homework. No mathematical preparation beyond algebra is assumed. Prerequisite is a behavioral science modes of learning course or Sophomore, Junior, or Senior status. This course (or its equivalent) is required for all students with concentrations in the behavioral sciences.

**BCM 360 Research Design** *Prof. William Winston*

The purpose of research is to discover answers to questions through the application of scientific procedures. These procedures have been developed in order to increase the likelihood that the information gathered will be as relevant, reliable and unbiased as possible. The purpose of this course, then, is (1) to show how the principles of scientific method apply to social sciences; and (2) to give the beginning student an elementary

command over the techniques being used in modern research. Evaluation will be based upon two tests, a final examination, intermittent assignments, and class participation. Prerequisites are an introductory course in any of the behavioral sciences and a basic statistics course.

**BVS 462 Social Policy** *Prof. William Winston*

Since the end of the Middle Ages, the developing nation-states of Western Europe have been confronted with the problem of poverty. Previously, this had been a matter of only local concern. With the emergence of national states and national economics, the problem of what to do with the poor necessarily became a matter of national significance. This course will attempt to trace various aspects of American and English forms of social policies and how they have developed over time. There is one required text: **Poor Law to Poverty Program** by Samuel Mencher. Evaluation will be based upon two one-hour tests, a final exam, and class participation. Open to all Junior and Senior students.

## SPANISH/HISPANIC AREA STUDIES

A student may major in Spanish by successfully completing eight of the following courses: Intermediate Spanish I, Intermediate Spanish II, Modern Spanish Novel, Latin American Novel, Modern Spanish Drama, Golden Age Drama, Cervantes, Advanced Composition, The Artistry of Federico Garcia Lorca I, II (directed study). One of the two Hispanic Area Studies (Latin American or Spanish) is required. Study abroad in the Junior year is strongly recommended. In addition, a concentration in Hispanic (Latin American or Spanish) may be planned with the appropriate faculty member.

**CSP 110 (Modes of Learning)**  
**CSP 102 Beginning Spanish I, II**

*Prof. Pedro Trakas*

These courses offer intensive drill in understanding, speaking, and writing Spanish. Vocabulary is presented through dialogues and varied exercises. There will be short speeches and independent laboratory practice. At the end of each week, there will be a review and test based on the entire week's work. Prerequisites: none for CSP 110; successful completion of CSP 110 is prerequisite for CSP 102.

## **CSP 201 Intermediate Spanish I**

*Prof. Pedro Trakas*

This course is a continuation of CSP 110-102. The entire semester is spent in intensive review of grammar. The presentation of grammar with corresponding pattern drills is very thorough. Weekly speeches, typically based on social problems or items of current concern, are required. Independent laboratory practice on a weekly basis is required. Student evaluation is based on the weekly speeches and written tests, a midterm written exam and a final exam, both written and oral. Prerequisite: CSP 110-102 or its equivalent, such as two years of Spanish in senior high school, to be approved by the instructor.

## **CSP 202 Intermediate Spanish II**

*Prof. Pedro Trakas*

An introduction to literature to be used as a basis for improvement in understanding, speaking, reading, and writing Spanish. Texts will include a book of short stories, one play, and a novel. Student evaluation will be based on weekly tests, a midterm exam, a final exam, and laboratory participation. Prerequisite: successful completion of CSP 201 or its equivalent.

## **CSP 301 The Modern Spanish Novel**

*Prof. Pedro Trakas*

A study of the most representative novelists from the Generacion del '98 to the present. The student will become acquainted with some of the best novelists of this period by reading one novel by each author (see instructor for list). One research paper, properly documented, on a topic mutually agreed upon by the student and the instructor is required. This paper is to be no less than 15 typewritten pages in Spanish. A midterm examination is also part of the evaluation process. Prerequisite: successful completion of CSP 202 (or its equivalent) or by special permission from the instructor.

## **CSP 302 Latin American Novel**

*Prof. Pedro Trakas*

A study of the most representative Latin American novelists from Lizardi to the present. The student will become acquainted with some of the best novelists by reading one novel by each author. A term paper, properly documented, on a topic acceptable to the instructor, is required. This paper is to be no less than 15 typewritten pages, double-spaced, and in Spanish. There is also a midterm exam. Prerequisite: Spanish 301 or special permission of the instructor.

## **CSP 401 Modern Spanish Drama**

*Prof. Pedro Trakas*

A study of the works of the best modern playwrights from Benavente to the present. This course is recommended for those contemplating a Spanish major. Students will prepare three questions and answers on each play, to be discussed weekly. There will be a midterm exam on work done up to that point. Each student will submit at the end of the semester a 15-25 page term paper concerning some aspect of modern Spanish drama. All work will be in Spanish. Prerequisite: successful completion of Advanced Spanish CSP 301-302, or its equivalent. Offered in 1979-80, then in alternate years.

## **CSP 402 Golden Age Drama**

*Prof. Pedro Trakas*

This course offers reading and analysis of some of the most representative plays of the period, including works by Lope, Tirso, Calderon, Alarcon, Castro, Moreto, Cervantes, Rojas Zorrilla, and Mira de Amescua. There will be a midterm examination and a term paper of 15 to 25 pages in length in lieu of a final exam. All work will be in Spanish. Prerequisite: successful completion of CSP 301-302, or its equivalent. Offered in 1979-80, then in alternate years.

## **CSP 403 Cervantes**

*Prof. Pedro Trakas*

A thorough study of the life and works of Miguel de Cervantes, with special emphasis on the critical analysis of **Don Quijote**. Students will also be required to read one of Cervantes' **Novelas ejemplares**. A short written report in Spanish on the latter will be assigned. An important part of the course will be a term paper in Spanish from 15-25 pages in length on some important aspect of **Don Quijote**. The topic must be approved by the professor. There will also be a midterm exam. The text is Miguel de Cervantes' **Don Quijote de la Mancha**. Prerequisites: CSP 301-302 or its equivalent. Exceptional cases of students who have completed only CSP 201-202 (or its equivalent) will be considered. Offered in 1979-80, then in alternate years.

## **CSP 404 Advanced Spanish Conversation**

*Prof. Pedro Trakas*

The objective of this course is to develop, through intensive practice in speaking and listening, the highest possible degree of fluency, with stress on correct pronunciation and intonation. Topics of current events, lists of idioms, colloquialisms and vocabulary distinctions will

be discussed. Weekly talks, constituting an oral test, will be required. The final exam will be oral. Prerequisite: Spanish 202 or its equivalent. Offered in 1979-80, then in alternate years.

### **CSP/CLI 450/451 (Directed Study)**

#### **The Artistry of Federico García Lorca I, II**

*Prof. Pedro Trakas*

This project will study and analyze art forms engaged in by Lorca, with reading of his major literary works. Each student will write three term papers. The works read and the term papers will be in Spanish for students who have successfully completed Intermediate Spanish or its equivalent. They will be in English for students who have had less or no Spanish.

### **CAS 281 Latin American Area Studies Staff**

#### **CAS 287 Spanish Area Studies**

*Prof. Pedro Trakas*

For descriptions see AREA STUDIES.

## **SPEECH**

### **LSH 222 The Art of Speech Communication**

*Prof. Alan Carlsten*

The purpose of this course is to introduce students to the art of speech communication. It will help students to develop skills in interpersonal, group and public modes of speech communication. Analysis and constructive critique of student performances will be aided by audio-visual equipment. Requirements for the course are: reading assigned texts, participation in class discussions and group projects, performance of assigned speech communication projects. Textbooks to be used are: Monroe and Ehninger, **Principles and Types of Speech Communication** (eighth edition); and Strunk and White, **Elements of Style**. Evaluation will be based upon three written assignments (25%), five oral projects (50%), and a final examination (25%).

### **LSH 224 Communicating in a Technological World**

*Prof. Alan Carlsten*

The purpose of this course is to enable students to communicate effectively orally and in writing, in business, the professions and the sciences. Stress will be placed upon techniques of effective writing and public speaking. Students will learn to write clear, precise letters, reports and lectures. Oral presentations will be video-taped so that students may develop effective voice, gesture and posture patterns. Evaluation will be based upon written materials and oral presentations, quizzes and two hour examinations. Re-

quired reading, Joseph P. Dagher, **Technical Communication: A Practical Guide**.

## **SWEDISH**

### **LSW 150 (Directed Study) Swedish I**

*Prof. Alan Carlsten*

This course offers intensive drill in understanding, speaking, reading, and writing of Swedish. A taped program of 40 lessons prepared by the Swedish government forms the basis of the course. Textbooks which accompany the tapes are also prepared by the Swedish government. Material to be used: Radio Sweden Taped Program and texts. Work to be submitted for evaluation will consist of quizzes and a final examination (both written and oral).

### **LSW 250 (Directed Study) Swedish II**

*Prof. Alan Carlsten*

This course offers advanced Swedish grammar and writing. There will be continuous drill in understanding and speaking as well. Recorded broadcasts of Radio Sweden will be used in laboratory work. Selected short stories will provide skill in reading. Materials to be used: Martin Söderbäck, **Advanced Spoken Swedish**; Radio Sweden taped broadcasts. Evaluation will consist of quizzes and an oral and written final exam. Prerequisites: Swedish I.

### **LSW 350 (Directed Study) Swedish III**

*Prof. Alan Carlsten*

This course offers intensive study of Swedish literary figures. Selma Lagerlöf, Strindberg, Lagerkvist, and Bergman will be read in Swedish. Stockholm's **Dagens Nyheter** (Sunday edition) will be read also. Conversation and writing skills will be emphasized. Materials to be used: Pär Lagerkvist, **Barabbas**; **Ahesuerus**, Selma Lagerlöf, **Jerusalem**; **I Dalarna**; August Strindberg, **Samlade Skrifter**. Evaluation will be based on papers and examination. Prerequisite: Swedish II.

## **TEACHING ENGLISH AS A SECOND LANGUAGE**

The B.A. in TESL is designed to prepare students for a career in teaching English as a second language. The program consists of four areas and includes these requirements: linguistics (General Linguistics, Structure of English, History of the English Language, modern foreign language study); cultural (Bilingual Education, American

Civilization); pedagogical (Methods of Teaching Languages, teaching internship); and professional (Senior seminar). Students will also take one course **each** in the social sciences, American studies, and education, and will complete a Senior project.

### **CTE 235 Structure of Modern American English** Prof. Mary Paidosh

This course is an intensive analysis of the grammar, syntax, and phonetics of standard American English. Students will examine the correct usage of written and spoken English. Lyda E. LaPalombara's **An Introduction to Grammar** is the basic text of the course. Students are evaluated on class discussion, quizzes, and a final exam. Prerequisites: LLI Linguistics, or instructor's approval. Offered in 1978-79, then in alternate years.

### **CTE 238 English Morphology** Prof. Mary Paidosh

This is a study of the meaningful units (morphemes) of the English language, more specifically, the parts of a word: prefixes, roots, suffixes, and endings. The study includes emphasis on inflectional and derivational morphemes, and Latin and Greek roots. Text will be Nida, **Morphology**. Students are responsible for reading assignments, homework, frequent quizzes, a midterm and a final exam. Prerequisite: candidate in TESL certification program, or instructor's approval.

### **CTE 336 Methods of Teaching Languages** Prof. Mary Paidosh

Students will study the theoretical and practical aspects of language learning and teaching. The format of the workshop is eclectic, consisting of discussions on teaching methods, model demonstrations, and staff and student lesson presentations. The discussion will emphasize the modern methods of teaching pronunciation, grammar, vocabulary, the presentation of pattern practices, the construction of tests, and the use of the language laboratory. Readings are from Lado's **Language Teaching** and Lado's **Language Testing**. The methods discussed are also applicable to the teaching of English as a second language. Evaluation: class participation, presentation of lesson material, lab drills and follow-up testing. Participants are expected to develop their own styles and to test their assumptions and practices through presentations to the class. Prerequisite: instructor's approval. Offered in 1978-79, then in alternate years.

### **CTE 337 Methods of Teaching English as a Second Language** Prof. Mary Paidosh

Students will study the theoretical and practical aspects of language learning and teaching. The format of the workshop consists of readings, discussions, model demonstrations, and lesson presentations. Students will be primarily concerned with the audio-lingual approach. They will discuss and practice the theory of teaching grammar, reading, writing and speaking. They will also learn how to construct tests and make effective use of the language laboratory. Evaluation is based on class participation, classroom and lab-drill demonstrations, and follow-up testing. Prerequisites: a linguistics course and instructor's approval. Offered in 1979-80, then in alternate years.

### **CTE 338 Text Evaluation and Curriculum Development in TESL** Prof. Mary Paidosh

The purpose of this course is twofold: to select and evaluate various models of linguistic analyses in the field of TESL; and to analyze factors in the development of a curriculum for target groups for whom English is a second language. Students will be asked to analyze critically important text materials in both the audio-lingual and grammar-theory approaches to language learning. They will also deal with materials aimed at training students in particular technical skills and concepts. This evaluation should provide students with an understanding of suitable materials for specific linguistic goals and help in establishing an appropriate curriculum. Evaluation is based on class discussion, reports, and simulation projects. Prerequisite: Junior or Senior in TESL, or permission of instructor. Offered in 1979-80, then in alternate years.

### **CTE 350/450 (Directed Study) History of the English Language** Prof. Mary Paidosh

This directed study is designed to help understand the origins and development of the English language so that you may know and use your language effectively. Its purpose is to demonstrate that the English language, like all other languages, has been and still is in a process of evolution, and will continue to evolve given its function as an international language and its contact with foreign cultures. The basic text is Thomas Pyles' **The Origins and Development of the English Language**. Selections are also assigned from Albert Baugh's **A History of the English Language**, Brian Foster's **The Changing English Language**, and Simeon Potter's **Our**



**Language.** Evaluation will be based on four objective examinations and a term paper. Prerequisite: instructor's permission.

### **CTE 435 Senior Seminar in TESL**

*Prof. Mary Paidosh*

Students will discuss and analyze problems related to the teaching of TESL to both national and multinational groups. This seminar will tie together principles of educational psychology, methodology of second-language acquisition, and study the processes by which children and adults acquire specified elements of language. This seminar will be used to select and complete an independent professional project. The project may be developed in one of the following ways: undertaking a work experience with ELS and fully documenting that the experience has been educational and professionally relevant; creating materials and showing that the student has contributed to his/her own educational development and that materials created are of value to the teaching community; designing a program for which there is an existing need, with the expectation that attempts will be made to implement and evaluate the program; and undertaking research in a given subject on which a thesis will be presented. Evaluation is based on group discussion, oral presentations, final project. Prerequisite: Senior in TESL or instructor's approval. Offered in 1978-79, then in alternate years.

## **THEATRE/DANCE**

Theatre study at Eckerd centers in the experiences of theatre- or dance-making; emphasis is placed on process and growth rather than upon the accumulation and distribution of course credits. It is expected that those who elect to concentrate in theatre will be involved regularly in creative work; breadth and balance will grow out of discovered interests and needs. With the Mentor, each student will work out a program of art-making which will include work in production and performance skills, in the history and theory of performance arts, and in dramatic literature. Each student is expected to concentrate on a major creative work as a Senior project. Some time should be spent away from campus on an apprenticeship, in study at a major theatre center (generally London), or on a special summer program of participation in the performance arts.

The Palisades Theatre Company, a touring ensemble specializing in work with young people, is based at Eckerd and works closely to provide professional resources for the theatre program.

### **ATH 110 (Modes of Learning) Movement as a Mode of Learning**

*Staff*

The significance of the body moving in space can be appreciated by studying the history and theory of dance and other movement systems. Also it can be experienced by "trying on" various modes of movement: yoga, Ballet, T'ai Chi Chuan, del Sarte, etc. This course will attempt to combine theoretical study and studio work in the exploration of movement. Areas of study and studio work will be selected each year utilizing resource people available in the area. Experience in dance or other movement systems is not a prerequisite, but students will be expected to move as well as to talk about movement.

### **ATH 117 (Modes of Learning)**

#### **The Living Theatre**

*Staff*

The student will be introduced to the study and to the art of the theatre. Representative scripts will serve as the starting point for the discussion of the literature, the production and the place of particular productions in their community and in history. The theatre is not only something to know about, it is a way of knowing. While this course does not hope to provide training in performance skills, it will attempt to use theatre making projects as a way of developing sensitivity to theatre as a way of confronting life. In addition to the more traditional analytical skills which involve reading, writing, discussion and research, the student will be asked to "try on" some of the theatre arts involved in production (acting, staging, criticism, etc.) Class discussion will alternate with laboratory studio work for approximately six hours each week in addition to other preparatory group and individual work. Attendance at designated performances, films, and rehearsals is expected. Reports, critiques and creative projects are required.

### **ATH 261 Technical Workshop in Staging**

*Staff*

This workshop will provide studio experience in the crafts of staging. Lighting, scene construction, costuming, makeup and property construction will be introduced. Special emphasis will be placed on one or more selected areas. Readings in design, technique and general theatre practice will be assigned—creative projects will be encouraged. The workshop will be related to the regular production schedule of the theatre. Evaluation will be based upon demonstrated knowledge of techniques as shown in the shop, the completion of selected projects, and upon participation as an artist-technician in a functioning theatre.

**ATH 262 Theatre in the Mass Media** Staff

Students will study some of the basic relationships between traditional arts and the electronic areas of television and the motion picture. These "new arts" will be examined with an effort to determine their basic elements and to describe some of their important historical developments. Classes for discussion and group projects will meet regularly and time should be reserved for regular attendance at films and television watching. Films available on campus and in the community will be examined and discussed. This is not a course in film-making although students may want to involve themselves in independent film and television projects. Participation in class discussion, attendance at films, critiques and reports are required.

**ATH 263 Performance Workshop** Staff

This workshop will provide a series of studio exercises designed to explore approaches to performance and to try out the techniques of acting. Role study, improvisation, movement, voice, scene study and other aspects of performance will be introduced. Relevant theory will be discussed. In addition to regular group sessions, rehearsals and coaching sessions will be required. The workshop will be related to the regular production schedule of the theatre. Performances before audiences other than the class will be encouraged but not required. Required texts will be *The Presence of the Actor* by Joseph Chaikin and *Acting is Believing* by Charles McGaw. In addition, there will be a number of play texts. Evaluation will be based upon willingness to participate in assigned exercises, projects, preparation of materials, contribution to group discussions and activities, and an assessment of progress in the art of performance.

**ATH 266/267 Theatre Projects I** Staff

Work in theatre projects can involve participation in a wide variety of theatre enterprises. It represents the core of "theatre making" at Eckerd. Opportunities to participate in production, in workshops devoted to performance and to the crafts of the theatre, in critiques, and in other projects are provided. Participation and responsibilities will grow out of the disciplines of the selected projects. It is recommended that work be distributed over two modules. The course may be repeated for credit.

**ATH 276 Dance I** Staff

Opportunity will be provided for training in dance and movement primarily in the modern

dance tradition. Students interested in movement as personal expression and those interested in dance performance are invited to participate. As the year progresses, different projects will be established depending on the level of preparation and interests of the students (dance composition, readings, viewing and critiquing of dance performances for example). Evaluation will be based upon regular, active participation in class, quality of projects submitted, and developed ability in technique and improvisation. Class limit of 18.

**ATH 326 Choreography: The Art of Making Dance** Staff

In this course we will explore the process of dance composition. Basic choreographic techniques will be taught and others evolved by the creative reconstruction of primary techniques. The class will serve as a laboratory for experimentation and our best work will culminate in the production of the spring dance concert. Students already possessing fundamental skills in modern dance are invited to audition for the class. Evaluation will be based on student's developed ability in composition, effectiveness of class presentations and assignments, and degree of participation in dance concert. Permission of instructor is required.

**ATH 366/367 Theatre Projects II** Staff

Theatre Projects II is primarily for work on individual projects in performance and production, and will ordinarily be built around a single undertaking such as a major production assignment. The course is for experienced students and enrollment requires prior arrangement with the faculty. Assignments to particular projects may sometimes be made on the basis of tryouts. Students are expected to attend regularly scheduled theatre projects critique sessions. This course may be undertaken for one module or for 14 weeks and for one or one-half credit unit.

**ATH 376/377 Dance II** Staff

Dance II is for students with some experience and for those who are interested in special projects in choreography and dance performance. Assignments to Dance II will be made by the instructor following conferences and possible auditions. Evaluation will be based upon regular, active participation in class, quality of projects submitted and developed ability in technique and improvisation. Permission of instructor is required. Class limit of 18.



**ATH 461 The Uses of the Theatre**  
Prof. James Carlson

For description see AVS 481

**ATH 472 Directors Workshop**  
Prof. James Carlson

The workshop will focus on analysis of the work to find its theatrical shape; the development of the elements of production and performance which express the shape, the realization of a work on stage. General and theoretical considerations will be studied in reference to specific projects in theatre making. Selected short plays and scenes will serve as studio exercises. Each student will prepare a production book which contains a complete plan for directing and staging a selected play. Students may also prepare for the direction of a short play in the regular theatre season; sometimes this will be their Senior project. Permission is required. Offered in 1978-79 and in alternate years.

**AVS 481/ATH 461 The Uses of the Theatre**  
Prof. James Carlson

Theatre may justify itself exclusively in aesthetic terms. It may also be used as a tool: for instruction, for therapy, in role playing, for the handicapped, as an instrument of persuasion. This seminar will explore selected uses of theatre and will relate them to various institutions and community situations. These explorations and the laboratory practice which will accompany them will be of special use to teachers, recreational leaders, group workers and others seeking to employ theatrical methods in social situations. There will be required background readings, reports, investigations and a special project. Open to all students.

## VALUES SEQUENCE COLLOQUIA

**FVS 181 Inquiry and Human Nature** Staff

This course will focus on the problems of defining human nature and viewpoints taken by various disciplines such as anthropology, psychology, and the humanities. The course will use a variety of approaches: lectures, films and demonstrations, discussions, projects, reports in the seminar groups, and individual work between student and Mentor. Evaluation will be based upon discussion, four or five papers or projects, and a final examination.

**FVS 182 Values and the Search for Spirit** Staff

An extension of the first seminar, the objectives of the course are: 1) to explore the spiritual dimensions of mankind; 2) to probe one's own identity; 3) to encourage respect for each other's beliefs; 4) to encounter the range of spiritual reality in art and act; 5) to consider the importance of faith for life on Spaceship Earth now and in the future. Five major issues (Meditation, Suffering, Redemption, Action, and Vision) serve as the core around which revolve readings, lectures, discussions, and workshops, at which students experience specific spiritual dimensions. Evaluation will be based on a journal, written and creative projects, an oral report and contribution to discussions.

For upper division Values Sequence colloquia, see Index.

## VISUAL ARTS

Please see ART

## WRITING SKILLS

**FDN 121/123 Communications: Writing Skills** Staff

**FDN 122/124 Communications: Writing Skills for Non-Native Speakers of English**

Each course is one in a series designed to develop general learning skills through study and practice of writing, vocabulary expansion, and research. Initial diagnostic testing will determine the student's level of competency. The purpose of each class section in the series is the same: to encourage and assist each student to acquire the skills and techniques necessary for clear self-expression in written English, for thoughtful and precise exploration, articulation and support of ideas. Evaluation will be based upon weekly essays, vocabulary quizzes, homework exercises, midterm and final examinations, participation in classes, individual conferences and tutorials, and possibly a brief research paper. Texts to be announced. In accordance with the educational objectives of the college as delineated in its Mission Statement, entering students may be required to enroll in one or more of these courses.

## WRITING WORKSHOP

Please see CREATIVE WRITING

# AUTUMN TERM PROJECTS FOR FRESHMEN

## FOUNDATIONS COLLEGIUM

### FDN 130 Photography: Science and Art *Prof. Wilbur Block*

The medium of photography can be utilized in many ways for self-expression. This project will emphasize both the technical and artistic aspects of the subject. Text materials will be used as background for seminars concentrating on the chemistry of the formation and development of the latent image on film, as well as composition and darkroom technology resulting in finished prints. The student must furnish his/her own camera and provide his/her own film and paper. Darkroom facilities and ordinary chemicals for black and white processing will be supplied. Evaluation will be based on the student's participation in the seminars, understanding of the subject matter, the quality of prints representative of his/her original work, and a log book of exposure and processing data.

### FDN 131 International Folk Dancing *Prof. Richard Bredenberg*

This project will require a considerable time and energy commitment, involve extensive group participation, and should be a most enjoyable experience. Participants will learn to dance, to perform, and teach folk dances from around the world. The class will attend International and Ethnic Folk Dances in the area. Each student will make a folk dance tape or record collection for personal use, and assemble or make a folk dance costume. Each student will be expected to contribute a small amount of money (\$15-\$20) to cover these activities and materials. The project should be especially appealing to future teachers and recreation leaders but also to those who wish to enjoy dancing and the experience of this aspect of foreign culture. Evaluation will be based upon improvement in dancing and teaching skills, participation, leadership, and two projects. The text will be Jane A. Harris, Ann Pitman, Marlys S. Waller, *Dance A While*.

### FDN 132 The Art of Public Debate *Prof. Alan Carlsten*

Recent history has indicated the urgent necessity of informed, rational public debate of all issues confronting the human community. This project will probe the structure and elements of public debate, laying stress on the nature of the debating process and the rules of evidence used in the arguments. Types of reasoning — deductive, inductive, Toulmin inferential — will be studied and applied in actual debating situations. Ample

opportunity will be afforded to every student for participation in debate. Individual and team debate will alternate. Video-tape equipment will be used extensively so that students may learn effective use of voice and body movement. Required reading: Otto F. Bauer, *Fundamentals of Debate, Theory and Practice*. Evaluation will be based on participation in class debates and a brief paper.

### FDN 133 Journalism *Prof. Howard Carter*

We shall review some of the forms and traditions of journalism, using a text and local media. We shall practice our own writing in straight news, feature, editorial, and interview formats, working toward production of an Eckerd College student newspaper. As time permits, we shall have a look at underground journalism, the "new journalism," photojournalism, or other topics according to students' interests. Evaluation will be on participation, quality and improvement of writing, and general understanding of the term's work.

### FDN 134 Fantasy Workshop *Prof. James Crane*

This workshop is designed to open the doors of the imagination to fresh experience, new connections and alternative meanings. We will begin with a series of group experiences in imagination, including fantasy trips, role playing, collage and Dadaistic poetry. Our focus will shift to individual and small group expressions in poetry, drawing, music, photography, or other media. This is not a project in art techniques. You are expected to enter with some experience in any art form, a willingness to take risks, and a sense of anticipation! Evaluation will be based on participation as well as the quantity and imaginative quality of work produced. Students will be expected to furnish their own materials.

### FDN 135 The Shadow of Death *Prof. Keith Irwin*

It has been said that two things we can't look at directly are the sun and death. This project will seek to develop a description of death by looking at it indirectly, from its shadow. From literature's imaginative and symbolic material, what descriptions have been offered of the anticipation and experience of dying? What are the biological facts? Existentialists claim we must face the fact of our own death. What is it we are called on to face? What light do our religious and philosophical traditions throw on our encounter with

death? From psychological, literary, anthropological, medical, religious and philosophical materials much evidence can be gathered to help answer these questions. After common consideration of some basic materials, individual members will develop topics from the above fields of their own choosing. Evaluation will be based on general participation in the project and the development of skill in presenting orally and in writing an interesting and informative research report. The common readings will include Tolstoy's *The Death of Ivan Il'yich*, Wyschogrod's *The Phenomenon of Death*, Dunne's *Time and Death*, and Stendahl's *Immortality and Resurrection*.

#### **FDN 136 Passage to Identity**

*Profs. Gil Johnston  
Sheila Johnston*

Much is being written and said these days about human passages; about the stages through which people pass on their way to maturity and the events that mark life's various turning points. What goes into the making of a mature adult? What guidelines are there for discovering and defining personal identity? These questions are psychological in nature, yet their answers are not to be found within the confines of any one academic discipline. Anthropology, religious studies and literature, for example, supplement the basic work of psychologists in their effort to understand human development. These supplementary sources will be particularly emphasized in this project, whose purpose is to help students move through their own "passage to identity" by making clear what resources — both academic and personal — are available to them. The group will read Erik Erikson's *Young Man Luther* and a variety of selected articles and essays that pertain to rites of passage, developmental stages, and personal identity. Evaluation will be based on class participation and a written summary paper employing concepts learned through the readings and group discussions.

#### **FDN 137 Opinion: Yours, Mine, Ours, Public**

*Prof. Anne Murphy*

You will do a survey yourself, "taking the temperature" of the Eckerd College autumn term, and publishing a profile of your own Freshman class. You will also cooperate in a survey of the surrounding community, learning the correct and incorrect ways of wording questions, of conducting face-to-face interviews, of compiling data, and of interpreting the information you collect. The opinion project will also illustrate the limitations of opinion sampling and associated fact-finding.

#### **FDN 138 The Magic of Chemistry**

*Prof. Richard Neithamer*

Chemistry plays an exceedingly important part in everyone's everyday life. Its role extends to the food we eat, the clothes we wear, the air we breathe, the water we drink, the medications we take, and beyond. Too often chemistry is seen as a foreboding discipline fraught with a variety of evils. However, chemistry can be fun and entertaining as well. In this project, students will delve into the realm of chemical magic. Not only will they discover and develop a variety of magic tricks working as individuals or in groups, but they will investigate and learn the chemical principles upon which the tricks are based. Library reference works on chemical magic and the *Journal of Chemical Education* will be used extensively. Students will be expected to maintain a laboratory notebook, participate in discussions concerning the tricks devised and participate in a final magic show at the end of autumn term. Performance in these areas will constitute the basis of evaluation.

#### **FDN 139 The Tolerance of Marine Organisms to Environmental Factors**

*Prof. George Reid*

One of the most pervasive principles in ecology is the "Law of Limiting Factors." It implies that the composition of ecological communities is determined by the limits of tolerance of the inhabitants to one or more physico-chemical and biological characters of the environment. This project is designed to permit experimentation on the reaction of selected animals to extremes in environmental factors such as temperature, salinity, pH, detergents, pesticides, and others, depending upon student interests. Local animals collected by students will be used in controls and experimental tanks. A report will be prepared in scientific style and a seminar will be held in which students tell of their work. Texts are Odum, *Ecology* and selected articles from journals. Evaluation will be based on class participation and a written report.

#### **FDN 140 The Social Psychology of Romantic Love**

*Prof. Jack Williams*

This course will examine a variety of social and psychological theories which purport to account for the phenomenon we call romantic love. During the first week of the course we will examine the importance of the "romantic love complex" to western industrial societies and contrast this pattern with the relative unimportance of romantic love in many other societies. In the second week we will investigate social psychological

theories and research. The third week will be devoted to integrating social and psychological perspectives and to reviewing the professor's own research in the area.

**FDN 141 Living in the U.S.A.  
(Especially for International Students)**

*Profs. Kenneth Keeton,  
Dudley DeGroot*

This project is an introduction to living in the U.S. and Florida, in particular. Discussions will center around everyday problems, college living, comparative customs, systems, and attitudes. Resource people will discuss various aspects of U.S. culture and life. Field trips are planned for the local area. Reading requirements are *Living in the U.S.A.* by Alison Lanier, and a three-week subscription to the *St. Petersburg Times*. Evaluation will be based on a daily journal, group participation in discussions and activities, and a final project which reflects autumn term experiences.

**FDN 142 An Introduction to  
Psychology through Science Fiction**

*Prof. Sal Capobianco*

This project will introduce the science of psychology and its subject matter, behavior, by applying basic behavioral principles to science fiction. Psychology and literature have similar goals: the understanding of the individual in relation to his society. Science fiction adds still another dimension in bringing these fields together by examining the effects of a highly technological society on individual behavior. We will read a collection of science fiction works which deal with such basic psychological processes as learning, sensation and perception development, personality disorders, and biopsychology. These readings will be supplemented by an occasional science fiction film emphasizing behavioral variables. From these readings and films you will be asked to generalize and formulate the relevant psychological concepts in group discussions. The final project and final synthesizing exam will require that you integrate the psychological and literary material obtained from viewing, reading, and discussing, into an original short story dealing with psychology and science fiction.

## **WINTER TERM PROJECTS**

An "A" after the number in a winter term project indicates that the project is an alternate to an off-campus winter term project, and will be offered only if the off-campus winter term project is cancelled.

### **ON-CAMPUS**

#### **BEHAVIORAL SCIENCE COLLEGIUM**

**BWT 1 Subcultures and Deviance**

*Prof. Ted Dembroski*

This project will focus on people, life styles, occupations, acts, and especially subcultures that in some way are considered abnormal. It is not a project in psychopathology, but deals instead with the problem of being different in a culture that may formally or informally stigmatize those who are different. The topic will be approached in three ways: examination of theories and hypotheses concerning subcultures and deviance; discussions of essays based on interviews and/or naturalistic observation; the analysis of scientific experimental studies in social psychology. Two or three books and selected articles are required reading. Data collection and analysis, a research report, a class presentation, and involved discussion are also required. Evaluations will be based on the originality, rigor, and scholarly contribution of the student's participation and work. Prerequisite is an introductory course in a behavioral science.

**BWT 2 Psychology and Medicine**

*Prof. James MacDougall*

The purpose of this project is to acquaint students with the many ways in which psychological factors contribute to or are essential features of physical disease states and associated therapeutic techniques. Students will become familiar with the basic literature in psychosomatic medicine and will then undertake a library research project into some topic of personal interest such as Type A Coronary Prone behavior, hypertension, or psychosurgery. Text to be announced. Evaluation will be based on the quality of the research paper and class participation. The only prerequisite is an introductory course in psychology.

### **BWT 3 Nuclear War**

*Prof. Tom Oberhofer*

This project will explore the likelihood and implications of nuclear war. Students will focus on national defense strategies, weapons technology, civil defense and disaster preparedness, and postwar recovery scenarios. The project will combine classroom activities with independent study opportunities. Reading will include civilian and government publications. Evaluation will be based on a research project and class participation.

### **BWT 4 Operation Enterprise**

*Prof. Robin Schade*

Operation Enterprise is an experience in leadership, professional management and organizational dynamics conducted under the auspices of the American Management Associations. Through direct involvement with leading practitioners from diverse fields of management, students will learn concepts, skills and techniques applicable to management in such areas as government, education, labor, politics and the business enterprise. A wide variety of methodologies will be utilized, including lectures, discussions, simulations, role playing, small group work and management games.

### **BWT 5A Florida Banking and State Economic Growth**

*Prof. Philip Siegel*

The objective of this project is to explore recent developments in Florida's state banking structure and its impact and portents for economic growth within the state. The topics covered will include: Florida's role in international finance, both before and after the new international bank law; bank lending policies during the past few years; and future bank activity and trends. The methodology will be to compare bank activity over time, compare Florida banking to nearby competitors, such as Georgia (Atlanta) and to contrast Florida banks' financial statements with those of other international banks.

### **BWT 6 Management in the Year 2000**

*Prof. Bart Tebbs*

This project will focus on the question "What should be done now to prepare managers for the world ahead?" William H. Newman's collection of readings from the 1977 Columbia Graduate School of Business Symposium on *Managers for the Year 2000* will be the catalyst for the seminar discussions and for individual projects. Evaluation will be based on participation, presentations, a journal, and a paper.

### **BWT 7 Human Ecology**

*Prof. William Winston*

We are the first generation of Americans to face the reality that we have squandered, often inadvertently, much of our precious heritage of clean air and water, unspoiled land, and abundant resources. Over the last decade, we have become seriously concerned about the health and aesthetic problems caused by water fouled with industrial and municipal sewage, and air choked with smokestack and tailpipe emissions. At the same time, we are coming to a realization that the vital resources with which we build and fuel our industrial society exist in a finite supply. This project will deal with the social implications of this situation. Texts: *Population, Resources, and Environment* by Ehrlich & Ehrlich and *This Hungry Planet* by Georg Borgstrom. Dr. Fred Cottrell, author of *Energy and Society*, will be a speaker. Evaluation is based on discussion and a paper.

### **BWT 8 The Energy Problem:**

**Now and the Future**

*Prof. Peter Hammerschmidt*

This project will look to the future, specifically with respect to examining the current U.S. energy picture and the future energy needs and available sources of supply. A text, *Option for U.S. Energy Policy*, will be used and students will be expected to develop their own energy policy. This student project will include (but is not limited to) an analysis of future energy needs, possible alternatives for meeting those needs, the social and economic costs and benefits of the alternatives, and the potential policies for implementing the various options.

## **COMPARATIVE CULTURES**

### **COLLEGIUM**

### **CWT 1A Writing Skills for International Students**

*Prof. Mary Paidosh*

This course is a step-by-step approach to writing for international students. It emphasizes five important aspects of writing: how paragraphs are put together; paragraphs and short themes; argumentative themes; judging and polishing paragraphs and themes; and reading and summary writing. The text is Barbara Seale's *Writing Efficiently* (Prentice-Hall). The course will consist of lectures and workshops. Evaluation: writing assignments both inside and outside class; regular attendance; and a term paper. Prerequisite: non-native speakers of English.

## **CWT 2 Speaking Russian**

*Prof. William Parsons*

This project in conversational Russian will emphasize verbal communication for students who have had no previous experience with the Russian language. Understanding and speaking Russian will be introduced before tackling the unfamiliar alphabet and the complexities of grammar. Students will participate in a variety of classroom activities (including the suggestopedia) weekday mornings for two hours and will complete homework assignments with cassette tape recorders. Several excursions will be planned in the Tampa Bay Area where communication in Russian will be possible. Although some readings about the Russian language and the Soviet Union will be required, the final evaluation for this project will be based on the acquisition of verbal skills, determined by weekly conversational exercises and a final oral exam. A basic ability to make oneself understood in Russian is guaranteed to all students who complete this project successfully.

## **CWT 3A Listening to Spanish for Pleasure**

*Prof. Pedro Trakas*

Students will listen to tapes graded according to their level for a minimum of two hours daily in the language lab. Comprehension of the tapes will be demonstrated by writing resumes in English to be turned in daily. Each student will have a weekly session with the project director, when the student may give an oral rather than a written resume of one of the longer tapes. This resume may be in Spanish. Tapes cover a broad range of interests, with a great variety of native voices and differences of pronunciation, and include poems, essays, plays, passages from novels, fables, anecdotes, narrations (history, geography, culture), dialogues, jokes, songs. The number of tapes listened to and the degree of comprehension achieved as reflected in the resumes will be the basis of evaluation, as well as a final exam which will involve hearing a tape for the first time and writing a resume of it in English. Prerequisites: elementary level, one year or equivalent of college Spanish; intermediate, two years or equivalent; advanced, three or more years or equivalent.

## **CREATIVE ARTS COLLEGIUM**

### **AWT 1 Theatre Production**

*Prof. Don Cunningham*

Students will engage in various aspects of theatre production. Specific assignments will grow out of the productions undertaken and it is expected that three or more short works will be prepared.

In addition to rehearsals and production assignments, students will be expected to attend regular critique sessions and to participate in technical exercises as scheduled. Because of the group nature of the projects involved, students will be expected to be on campus and on call throughout the period of the winter term. Permission required.

### **AWT 2 Clay Workshop: Raku Technique**

*Prof. John Eckert*

This project is open to both beginning and advanced students. The experience will center around the traditional Japanese Raku technique of firing and variations on that method. Basically, the ware is bisque fired and then glazed with a low melting glaze and returned to a pre-heated kiln. When the glaze has become molten, the pieces are pulled from the kiln with tongs and smothered in sawdust or quenched in water. The process and results are brilliant and dramatic compared to regular kiln firing. Students may use hand built or wheel thrown pieces of sculpture or pottery, but no instruction will be given in wheel throwing. Beginning students will be instructed in handbuilding techniques, but are encouraged to get as much experience as possible before the course begins since glazing and firing are the major emphasis of the course. Evaluation will be based on the student's learning process as evidenced by the quantity and quality of finished pieces. Each student will be responsible for showing all of his work at an interview at the end of the course. There will be a materials fee of \$10.

### **AWT 3 Contemporary Literature in Florida**

*Prof. Richard Mathews*

The unique climate, geography, history, and atmosphere of Florida have attracted a wide cross-section of major contemporary authors. This project will read works written in and about the state, visit important literary sites and landmarks (including Marjorie Kinnan Rawlings' home at Cross Creek) and hear guest readings and discussions by writers currently living in Florida. Texts will include works by Marjorie Kinnan Rawlings, Ernest Hemingway, Erskine Caldwell, Tennessee Williams, James Leo Herlihy, Thomas McGuane, Piers Anthony, Harry Crews, etc. Evaluation will be based upon one research paper and a final exam. Prerequisite is at least one course in literature.

### **AWT 4 Project in Elementary Education Methods**

*Prof. Molly Ransbury*

This project is a continuation of Elementary Education Methods 1, and is designed to offer the



student the opportunity to delve more deeply into methodological theory, to observe application of that theory in actual practice, and to incorporate theory and practice into a personal concept of teaching behavior. Observation and participation in the elementary school is supplemented by seminars and individual conferences. Evaluation is based on a comprehensive observation journal as well as development of creative manipulatives which enhance instructional methodology.

#### **AWT 5A Flags and Banners — Fiber Art**

*Prof. Margaret Rigg*

This project will deal with the craft areas of stitchery, fibers, design and function in making FLAGS and BANNERS — to hang and fly from the EC flagpoles along the entrance road and the theatre. As works are finished, they will be flown, or hung, from our flagpoles — not only for exhibit purposes, but to test the durability of the individual craft work of sewing the fibers, color fast, and strength when hung in the sun, wind, and rain/dew during the month. Materials incorporated in these works may be: plastic materials, styrofoam, twines, cotton cloth, paints, wool, polyester, hair, metals and other found materials as well as papers and boards. The sky is literally the limit! Each person in this project will be graded on the production and hanging of one finished piece for each week of the winter term.

#### **AWT 6 Education in the Year 2000: Variations on the Theme of Innovation**

*Prof. Frank Schorn*

This project will explore futuristic issues and trends in education. Students will tour innovative learning centers throughout Florida. Visits will focus on the creative utilization of space as well as instructional alternatives. The two week seminar at Eckerd will include an examination of the creative utilization of human and material resources. In addition, such topics as futuristics, international education and educational technology will be considered. The program will involve a three-day orientation at Eckerd College followed by two weeks of travel and concluding with a one week seminar on campus. Students are required to keep a journal and will submit a brief paper at the end of the term. Students are responsible for any supplemental travel costs.

#### **AWT 7A Pinhole Photography**

*Prof. Arthur Skinner*

This project is designed to introduce the student to the phenomenon of photography by means of the pinhole camera. Students will design and

build their own box cameras, experimenting with different materials, sizes, focal lengths, focal planes, papers, and films. A portfolio of 20 finished mounted pinhole photographs is expected. Cameras and photographs will be evaluated on the basis of craftsmanship, imagination, and sensitivity to the medium. There is no required text. Materials cost — perhaps up to \$15. Class limit of 20.

#### **AWT 8 Women in Sports**

*Prof. Claire Stiles*

This project will focus on the rapidly changing trends in the women's sports movement. Students will explore the topic from a sociopsychological, historical, physiological, and legal perspective with an emphasis on intercollegiate athletics. The objective of this project is the development of a greater understanding of the female athlete and the influence of the feminist movement as related to her sport involvement. Attendance at a number of women's sporting events will be required of all participants. The text will be *The American Woman in Sport*, Gerber, Felshin, Berlin, Wyrick, 1974. Pertinent readings will also be assigned in library reserve books and readings. Evaluation will be based on participation in group sessions, a term paper, and an oral presentation to the class.

### **LETTERS COLLEGIUM**

#### **LWT 1 Images of Women in French Literature (In Translation or in French)**

*Prof. Réjane Genz*

The women's movement has given rise to a new kind of criticism, using literature as a barometer of a particular society's attitude toward women. In the course of this project, we will study the works of such famous writers as Moliere, Stendhal, Balzac, Flaubert, Mauriac, Colette, from the point of view of their portrayal of women. We will endeavor to place these literary works in the context of the period to which they belong (from the seventeenth to the twentieth century) in order to study the influence of the social structures on the authors' concept of women, and conversely, we will theorize on the influence that this literature had in shaping a particular society's view of women. Evaluation will be based on discussion, writing, and a research paper.

#### **LWT 2 The South in American History**

*Prof. William McKee*

What is "the South"? Is there a "Southern identity"? In this project students will examine some aspect of Southern history since the Civil War in an attempt to define the place of the South in American history. Specific research topics might

include the heritage of Reconstruction, the Progressive Movement in the South, Black history, the history of race relations, economic and social change, religion in the South, and the sectional theme in Southern literature. Students will write a research paper relating their topic to the general problem of defining Southern identity. Each student should read Woodward, *The Burden of Southern History*, and Grantham, *The South and the Sectional Image*, at the beginning of the term.

### LWT 3 The Art of Biography

*Prof. James Matthews*

This project will examine the special demands of biographical writing, particularly the pressing contention between art and actuality. In addition to Maurois' *Aspects of Biography*, students will be required to read and review four biographies, one of which is to be compared with the available autobiography and one with a collection of letters. During the final week of the term each student will present a seminar paper which gives evidence of biographical research and presents the outlines for an original biography.

### LWT 4 Utopian Technology and Anarchy

*Prof. Peter Pav*

This project will analyze the political role of technology, rather than specific technological developments. We will first look at the mutual reinforcement between ideology and technology that has already occurred, and then turn to future considerations. Our text will be David Dickson's *The Politics of Alternative Technology*. Each student will consult other sources to help present a seminar on one of four topics: The Case Against Contemporary Technology, The Ideology of Industrialization, The Politics of Technical Change, and Utopian Technology. Primary emphasis will be given to questions of values, power, and control. Evaluation will be based on class participation and a term paper.

### LWT 5 Research in American Government and Politics

*Prof. Felix Rackow*

The objective of this project is the development of an understanding of some aspect of the national government and politics in the United States. With approval of the instructor, students may pick any topic of interest to them within the general areas of the Constitution, political parties, pressure groups, Congress, the presidency, the judiciary, or civil liberties. A scholarly paper will be the goal of the student's research and the basis of evaluation.

### LWT 6A Varieties of Socialism Since Marx

*Prof. William Wilbur*

This project focuses on the history of socialist movements and thought in Europe in the past hundred years. Basic reading will center on Marxism, Revisionism, and the future of socialism. Basic readings will include Albert Fried and Ronald Sanders, *Socialist Thought, a Documentary History*; Edmund Wilson, *To the Finland Station*; Anthony Crosland, *Socialism Now*. Each student will be expected to analyze one variety of socialist movement and thought and will present oral reports and a final critical essay.

## NATURAL SCIENCES COLLEGIUM

### NWT 1A Basic Research into the Biology of Marine Invertebrates

*Prof. John Ferguson*

Basic research, in a sense, seeks answers to problems we don't yet know exist. It is the primary way in which the scientific understanding of our world is advanced, and it provides the data to support future applications in applied sciences for the better well-being of mankind. This project will permit each student to engage in creative research into an original aspect of the basic biology of a marine invertebrate species. The student will choose his own problem and, in consultation with the instructor, carry through the investigation to completion of a final documented research report. Evaluation will be based on effort, creativity, and overall scientific and literary quality of the final report. Prerequisite: a college-level course including review of the invertebrates, or permission of the instructor.

### NWT 2A Florida's Exotic Plant Life

*Prof. Sheila Hanes*

Many of the flowers and ferns growing wild in Florida are not native to the state. Hurricanes, migrating birds or even people have introduced a large number of plants from a wide range of distant and neighboring countries. During the month of January, student detectives will collect wild plants, identify them and determine their true origins. Students may then elect to investigate different aspects of this project such as comparing the original habitats with the Floridian ones, the determination of adaptations made by the recent exotic invaders, or even comparing the diversity of introduced species with those known to be endemic to Florida. Text: *Natural Geography of Plants* by H. A. Gleason and A. Cronquist. Supplementary manuals and references will be provided. Evaluation will be based on level of participation, a final report and/or a plant collection prepared for the Eckerd College Herbarium.



### **NWT 3 The Basics of Color Photography**

*Prof. Wayne Guida*

This project will allow the student to explore the physical principles behind color photography. The physics involved in the perception of color and the chemistry involved in the reproduction of color images via dyes will be discussed at an elementary level. In addition, this project will allow the student to attain the necessary skills to produce color photographs in the darkroom. Evaluation will be based primarily on the quality of a number of color prints and slides which must be submitted by the student. Due to limitations with regard to equipment, enrollment must be limited to 10 students. Prerequisite: high school chemistry.

### **NWT 4 Mathematical Modeling**

*Prof. George Lofquist*

In this project the students will review and discuss mathematical models produced during the 1976 MAA College Faculty Workshop at Cornell University and other models from the literature. Using those models and techniques as background, they will then develop their own models of problems related to their own interests. Students will be evaluated on their presentations and on their final projects with the emphasis on the latter. While the mathematics background needed for the final project will depend on the problem chosen, students should have completed Calculus II to insure their readiness for the study.

### **NWT 5 Computer Project**

*Prof. Robert Meacham*

This is an open-ended project suitable for students at any level of knowledge about computers. Beginners will learn to program in the language BASIC, and the more ambitious will also learn FORTRAN. Each student will work many small problems in learning the languages and one major problem or project. This project will be useful to any student whose course of study calls for data analysis or a significant amount of computation. Work will be done on Eckerd's time-sharing computer facility. Evaluation is based upon the number and quality of programs written, the quality of the project, and a test in BASIC or FORTRAN.

Additional winter term projects to be offered in January 1979 will be described in the **Additions and Corrections** available in September.

## **OFF-CAMPUS WINTER TERM PROJECTS**

### **AWT 5 Art History in Mexico**

*Prof. Margaret Rigg*

This project will consist of trips to Aztec Temple cities, the Museo de Archologia y Anthropologia, Belles Artes Museo, Universidad de Mexico in the Distrito Federal, Ivan Illich's Workshop School in Cuernavaca, and to several visual artists' workshop studios. The trips to high altitudes will make the project demanding and tiring. Homestays will be provided in Cuernavaca. Fluent Spanish speaking is not required, but each student must purchase and use the Berlitz phrase book in Spanish. Required reading: Victor Von Hagan, *Sun Kingdoms*; Ruth Benedict, *Patterns in Cultures*; and Oscar Lewis, *Five Families*. The visual arts group will be expected to use sketch pads and drawing tools not requiring fixative sprays. All students are encouraged to keep a personal daily journal. Evaluation: a written examination covering the required reading and data gathered from field trips. Limited to 15 students, art majors preferred.

### **AWT 7 The Art and Architecture of Renaissance Florence and Venice**

*Prof. Arthur Skinner*

This project will explore the flowering of the arts during the Renaissance in Italy. Emphasis will be upon art, architecture and artists in Florence and Venice. We will compare and contrast the styles and influences in these two fascinating centers of Renaissance culture. Approximately 12 days will be spent in each city, with side trips possible in places such as Rome, Siena, Assisi, Padova, Pisa and San Gimignano. Each student will keep an extensive daily journal which will include notes on museum trips, reactions, conclusions, and references. Students skilled in drawing and/or photography can incorporate these creative elements with their journal. Evaluation will be based on the journal and participation in group trips and discussions. Knowledge of Italian is not required. Counts as one art history credit with an additional paper. A reading list is available.

### **BWT 5 International Banking: The Case of Offshore Financial Institutions**

*Prof. Philip Siegel*

This project focuses its attention on the world monetary order and its relationship to economic growth and development. The growth of offshore (Caribbean) banking and its impact on trade and relations will be discussed. The location is on site at the Grand Cayman Islands in the Caribbean. Course evaluation will be a term pro-

ject. Research material from a selected reading list is required.

### CWT 1 The Eastern Express

*Prof. Mary Paidosh*

This project will investigate the many facets of East European life and culture as exhibited in the major capitals. The purpose of the project is twofold: to increase one's general knowledge of life behind the Iron Curtain and to foster a research project on a specific topic related to East European society. The student is expected to demonstrate an understanding of the uniqueness of these societies when compared with American society. Each student is responsible for keeping a journal of daily encounters and presenting a formal written report on a specific topic. Maximum: 15 students.

### CWT 3 Mexico: Language and/or Culture

*Prof. Pedro Trakas*

Place: Cuernavaca, Mexico. Firsthand experience of the language and/or culture of Mexico "on the spot." For language students, two levels: Beginning and Advanced. Other students, wanting only the cultural experience, will attend lectures and take field trips. All students will record daily their experiences in a journal. Advanced Spanish students will write in Spanish. There will be a final exam. Student evaluation will be based on active participation, the journal, and the final exam. Texts: Paz's *The Labyrinth of Solitude* (Culture), Wolfe's *Spanish Study Aids* (Beginning Spanish), DeSilva's *A Concept Approach to Spanish, Third Edition*, (Advanced Spanish). Prerequisite for Advanced Spanish only: CSP 201/2 (or instructor's permission).

### CWT 4 Ghost Ranch

Two courses at Ghost Ranch, Abiquiu, New Mexico: "Ecology of Arid Lands" will focus on the deserts, their ecology and natural history, the geography and the Indians of the Southwest; and "Shapes of the Land of Enchantment" will study the unique combination of history, geography and the cultures in the American Southwest which provides an opportunity for explorations of the life ways, problems and opportunities of a spectrum of three major peoples. Apply through the International Education office.

### LWT 6 History of London

*Prof. William Wilbur*

For description, see LHI 252 History of London (listed under History)

### LWT 7 Roots: Novelists on Their Home Ground

*Prof. Sheila Johnston*

The first week will be spent in London, followed by approximately ten days visiting the southern countryside of Hardy's Wessex (Dorset), the Welsh villages of Dylan Thomas, the wild northern moorlands of the Brontes (Yorkshire), and the industrial midlands associated with D. H. Lawrence. The remainder of the term will be spent in London. Required readings are: *Sons and Lovers*, Lawrence; *Tess of the D'Urbervilles*, Hardy; *Wuthering Heights*, E. Bronte; *Quite Early One Morning*, D. Thomas; and additional recommended reading, all available in paperback. Evaluation will be based upon participation in class, an oral presentation, and a final paper or journal. Since travel will be by mini-bus, enrollment is limited to eight students.

### NWT 1 The Dry Tortugas Expedition on the Brig "Unicorn"

*Profs. John Ferguson and Sheila Hanes*

This project will recapture the spirit of the great natural history expeditions in a two-week exploratory cruise aboard the square-rigged ship "Unicorn" to the Dry Tortugas Islands. Students will exercise their powers of acute observation while collecting oceanographic data on the voyage, inventorying the islands' natural history (including land organisms, marine life, and geology) and reconstructing the historic past. Participants will maintain detailed journals of observations, and prepare final reports on the conclusions that can be drawn from observations and pertinent literature. These will be used for evaluation along with an assessment of participation and cooperativeness. Required reading: portions of *The Voyage of the Beagle*, *The Living Tide*, etc. Enrollment limited and selective. Preference to majors in sciences, history, and education.

The preceding is not a complete list of winter term projects offered off-campus. For more information see the International Education office.

# CAMPUS AND STUDENT LIFE

At Eckerd College, learning is not restricted to the classroom. It is likely that as much learning takes place through student life as in the classroom or laboratory.

Eckerd has attempted to provide unique learning experiences through its residence life, student government, and social interaction. The Student Affairs staff seeks to provide varied options if you wish to participate in and take leadership roles in campus life. Naturally, you are free to develop your own programs and opportunities for growth and enjoyment. Never are you coerced into the traditional arenas of having to "belong," but you will be encouraged to engage in any meaningful activities supportive of your learning experience.



## THE CITY

St. Petersburg is a vibrant city in its own right, and St. Petersburg, Tampa, and Clearwater together form a metropolitan area of over one million people with all the services and cultural facilities of any area this size.

St. Petersburg and nearby cities offer art museums, symphony orchestras, and professional theatre, in addition to road show engagements of Broadway plays, rock bands, circuses, ice shows, and other attractions for a full range of entertainment.

The St. Louis Cardinals and the New York Mets baseball teams maintain headquarters in St. Petersburg for spring training, and there are major golf and tennis tournaments in the area. Professional football fans can follow the Tampa Bay Buccaneers, and professional soccer fans, the Tampa Bay Rowdies.

Southern Ocean Racing Conference sailing races are held every year, as well as many regattas for sail and power boats. Fine public beaches on the Gulf of Mexico are within bicycling distance of the Eckerd College campus, as are public golf courses.

## THE CAMPUS

Situated in a suburban area at the southwest tip of the peninsula on which St. Petersburg is located, Eckerd's campus is large and uncrowded — 281 acres with over 1 1/4 miles of waterfront on Boca Ciega Bay and Frenchman's Creek. There are three small lakes on the campus, and the chapel is on an island in one of them. The 64 air-conditioned buildings were planned to provide a comfortable and efficient environment for learning in the Florida climate. Professors and students frequently forsake their classrooms and gather outdoors in the sunshine or under a pine tree's shade. Outdoor activities are possible all year; cooler days during the winter are not usually severe.

## RESIDENTIAL LIFE

Eckerd College has seven residential complexes, each consisting of four houses that accommodate 34-36 students. Most of the student residences overlook the water. Each house has a student Resident Adviser who is available for basic academic or personal counseling and is generally responsible for the house operation. Residence houses are self-governed.

## STUDENT GOVERNMENT

Activities, projects, and programs developed and financed in the student sector are managed by the Eckerd College Organization of Students (ECOS), whose membership consists of all matriculating students, full and part-time, at Eckerd. Each year, ECOS is responsible for the allocation of student fees for extra-curricular activities.

## STUDENT ACTIVITIES

Eckerd believes that student life should be as full and rich as possible, both in the classroom and outside it. We provide a broad range of extra-curricular activities — and if you can't find something that suits your interests, we encourage you to start a new group of your own. Your free time can be as interesting as you want to make it.

## ENTERTAINMENT AND CULTURAL ACTIVITIES

The Student Activities Board sponsors movies, coffee house programs, dances, and concerts featuring local and nationally known artists, and is a co-sponsor of the annual Black Symposium and Black History Week. Films on topics pertaining to the academic program are shown regularly.

The music, art, and theatre disciplines sponsor a number of events throughout the year. There are student and faculty recitals, programs from the concert choir and chamber ensemble, exhibitions by student and faculty artists, dance performances, and a series of plays produced by the theatre workshops.

## STUDENT PUBLICATIONS

Publications are funded by the Student Association and fully controlled by the students themselves. Student media include WECR, the campus radio station; *Thimblerig*, the student newspaper; *Your Grace*, a literary magazine featuring art work, prose, and poetry by members of the entire campus community; a yearbook; and *The Eck Book*, the student handbook.

## ORGANIZATIONS AND CLUBS

At Eckerd, if there is enough student interest to form a club or honorary society, one is formed. Organizations which have been established include Afro-American Society, Association for Women Students, Biology Club, Choir, College Bowl Society, Dance, Day Students, Folk Dancers, Forensic Society, International Students, Literary Magazine, Management Society, Rowing Club, Student Speakers Bureau, Triton Sailing Association and Sailing Team, Triton Sports Network, and Water Ski Club and Team.



A number of houses are all-male or all-female, while others have men on one floor and women on the other. Freshman students may be assigned to this arrangement as space is available when parental acknowledgment is received. Students under 23 years of age are required to live in campus residences and participate in the college food service program.

Social regulations and policies governing behavioral expectations are listed in the *Community Handbook*. All students are referred to this book for information in this area.

## **RELIGIOUS LIFE**

The College Chaplain seeks to nurture student religious concern, to stimulate voluntary activity, and to foster understanding of the Christian faith and the religious traditions represented in the college community. Eckerd College was founded by the Presbyterians of Florida and maintains a strong covenant relationship with them. Its faculty, courses, chaplaincy, and voluntary activities express this concern of the college. Voluntary weekday campus chapel services provide a focus for all interested members of the community to share in spiritual refreshment.

Regardless of your religious tradition, you are encouraged to search the sources of your own faith, enter into fruitful dialogue with students of other faiths, use the institutional resources in personnel, courses, library, and informal groups to apply spiritual insights to your own life, and join in developing a true community life at Eckerd. We believe that difficult moral issues can be better resolved by college men and women in a context of revitalized religious faith.

## **WATERFRONT PROGRAM**

Eckerd's waterfront program, one of the largest collegiate watersports programs in the Southeastern U.S., is one of the most exciting recreational opportunities on our campus. The facilities, located on Frenchman's Creek, include boathouse, support buildings, three docks, ramp, hoist, fishing equipment, camping equipment and our fleet of over 50 boats, including canoes, sailboats, power boats and rowing shells. If you own a boat, you can arrange to store or dock it here.

The Eckerd Water Safety and Rescue Team is a volunteer student group that conducts search and rescue operations in nearby waters. They are sponsored by the American Red Cross and received that organization's national award for their service.

Teams, clubs and instruction are offered in all areas of water sports, including sailing, canoeing, rowing, scuba diving, water skiing, fishing and powerboating.

## **ATHLETICS FOR MEN AND WOMEN**

Eckerd College is a member of the National Collegiate Athletic Association and the Association for Intercollegiate Athletics for Women. A full intercollegiate schedule in men's soccer, tennis, baseball and basketball is played. Women's intercollegiate sports include basketball, volleyball and tennis. The college has made a strong commitment to building an outstanding total sports program.

Intramural sports are organized as competition among houses. The day students also have a team. All students are eligible to participate in the wide range of intramural activities, which include football, softball, soccer, volleyball, basketball, tennis, billiards, bridge, table tennis, swimming, bowling and chess. In addition, sports clubs may be organized around fencing, swimming, sailing, canoeing, and aikido. The McArthur Physical Education Center houses locker rooms, Physical Education faculty offices, two basketball courts, a ballet station, a gynastic area, a wrestling station, four badminton courts, and three volleyball courts. The campus also has tennis courts, an archery range, a swimming pool, and acres of open space where you can practice your golf swing.

At Eckerd College a student may benefit not only from traditional competitive team sports and intramural programs, but from other recreational pursuits ranging from waterfront activities, personal fitness programs through tai chi chaun and New Games.

## **COUNSELING SERVICES**

There will be times during your college career when you will want advice and counsel. For academic advice the place to start is with your Mentor or with any of your professors. You are welcome to seek the counsel of any administrator in Student Affairs or elsewhere. Personal assistance is readily available in the Counseling Center, should you feel you need extra stimulation and support toward personal growth or toward the further development of skills for coping with social or academic problems, or for career development counseling. The Counseling Center is located in Lindsey Hall and is staffed with a psychologist capable of skilled listening, understanding and assistance. For further clarification of counseling services, please refer to the Community Handbook.

## **HEALTH SERVICES**

Eckerd's medical service is directed by a physician who is at the Health Center two hours every Monday through Friday. A registered nurse is on duty 8 a.m. to midnight, Monday through Friday. Medicines may be purchased for minimal fees. Brief stays in the Health Center may be arranged for minor illness; otherwise, community hospitals are used. The college notifies parents when community hospitalization is necessary.

All students must file an official health form as part of the admissions procedure. Treatment in the Health Center may not be available until this form is received. Health Insurance is provided



## MINORITY STUDENTS

As evidence of its active commitment to recruit and encourage minority students, Eckerd supports a number of programs in this field. Special weekend visits to the campus give minority students who are considering Eckerd College a chance to view the college, visit the faculty, live in the dorms, and talk with other students.

The Afro-American Society helps plan a full range of programs for its members and the campus community, including Black History Month and the Black Symposium. The office of Afro-American Supportive Services is available to provide assistance for any special needs of minority students.

## INTERNATIONAL STUDENTS

Eckerd College has been committed to international education from its founding day. While we continue to provide opportunities for students to enrich their education in foreign countries, the Eckerd campus itself has become a center where international students come to pursue a variety of studies. More than 37 countries are represented among the students presently enrolled.

The majority of the international students participate in the regular college programs pursued by all Eckerd students. A few who need assistance in strengthening communication skills in English register for courses specially designed for them. The International Student office coordinates and extends a wide variety of services to the international students. This office maintains close contact with the students from the time they make their first inquiry to the college until their graduation.

## DAY STUDENTS

Students who are married, are over 22 years of age, or who live with their family are provided with campus post office boxes to receive communications. Additionally, a Day Student Lounge is provided in the west wing of Lindsey Hall with lockers, desks, and other facilities. Opportunities for participation in campus sports, activities, cultural events, and student government (ECOS), are available to day students. All cars, motorcycles, and bicycles are registered by the Physical Plant staff.

for all students and is included in the total comprehensive fee. The student health policy includes maximum coverage of \$3,000 for accidents only (which must be reported within twenty days of the accident). It includes coverage for a \$35 medical consultant fee when ordered by the college physician. The policy covered by total comprehensive fees is for nine months only. Optional summer coverage may be purchased for \$5 additional, paid by the student. An optional sickness coverage may be obtained by paying \$20 additional.

# ADMISSION

## FRESHMAN ADMISSION

Eckerd College seeks academically qualified students of various backgrounds, national and ethnic origins. When you apply, we will look at your academic performance in college preparatory courses (math, science, language and literature, social studies) as well as your scores on college entrance exams (ACT or SAT). Students whose native language is not English can choose to replace the ACT or SAT with the TOEFL exam. Achievement tests are not required but recommended. We will also consider your potential for personal and academic development based on your essay and recommendations from your high school counselor (or teachers). Admissions decisions are made on a rolling basis beginning in October and continue through the year for the following fall.

## APPLICATION PROCEDURES FOR FRESHMAN ADMISSION

1. Request application forms in Junior year or early in your Senior year from the Director of Admissions.
2. Complete and return your application to the Director of Admissions, with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date. Students who are financially unable to pay the \$15 application fee will have the fee waived upon request.
3. Request the guidance department of the secondary school from which you will be graduated to send an academic transcript and personal recommendation to: Director of Admissions, Eckerd College, Box 12560, St. Petersburg, Florida 33733.
4. Arrange to take the Scholastic Aptitude Test, offered by the College Entrance Examination Board or the ACT Test Battery, offered by the American College Testing Program. Take your test in spring of Junior year or early fall of Senior year.

## EARLY DECISION

High school Juniors with B or better average who have taken the SAT or ACT in the spring of their Junior year may be considered for admission in the late spring and summer before their Senior year. Students should make application during April, May and June. Decisions will be made through July.



## EARLY ADMISSIONS

Eckerd College admits students who wish to enter college directly after their Junior year in high school. Application procedures are the same as outlined above. In addition, candidates are required to have an interview with an admissions counselor.

## TRANSFER ADMISSION

Eckerd College welcomes students from other colleges, universities, junior and community colleges. Applicants are expected to be in good standing at the institution last attended and eligible to return to that institution. All transfer students receiving the Associate in Arts degree from a regionally accredited two-year college will be admitted at the third-year level at Eckerd.

Veterans and other applicants who are older and wish to transfer old credits or whose earlier academic records are unavailable or unusual are requested to direct special inquiry to the Admissions Office.

The transfer of credit from other accredited colleges and universities depends upon the comparability of the courses taken to those offered at Eckerd College and the approval of the academic discipline concerned. In general, courses in the liberal arts are transferable. Grades below C are not acceptable for transfer. Students wishing to transfer for spring term should initiate application before December 1.



## APPLICATION PROCEDURES FOR TRANSFER ADMISSION

1. Complete and return application form to Director of Admissions with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date (see calendar for various entry points).
2. Request that official college transcripts be sent to us from every college or university you have attended.
3. Send us record of college entrance exams (SAT or ACT).
4. Request a letter of recommendation from one of your college professors. This may be waived upon request for students who have been out of college for several years.
5. If you have been out of high school for less than two years, we will need a copy of your high school transcript.

## ADVANCED PLACEMENT PROGRAM

Eckerd College awards course credit on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board. Students who have obtained scores of four or five will automatically be awarded credit. Scores of three are recorded on the student's permanent transcript and are referred to the faculty of the appropriate discipline for recommendations concerning credit.

## COLLEGE LEVEL EXAMINATION PROGRAM

Course credit will also be awarded on the basis of scores received on the College Level Examination Program (CLEP). Credit is awarded only for the following:

EXAMINATION	SCALED SCORE FOR AWARDING CREDIT	MAXIMUM SEMESTER CREDIT
Algebra-Trigonometry	55	4 hours
American Government	55	4 hours
American History	55	8 hours
American Literature	55	4 hours
Biology	55	8 hours
Chemistry	55	8 hours
Educational Psychology	55	4 hours
English Composition	55	8 hours
General Psychology	55	4 hours
Introductory Accounting	55	4 hours
Introductory Calculus	55	8 hours
Introductory Economics	55	8 hours
Introductory Sociology	55	4 hours
Western Civilization	55	8 hours



# **FINANCIAL AID**

All students accepted for admission to Eckerd College are eligible to receive aid if they demonstrate financial need. Since funds are limited, priority is given on the basis of grades, test scores, recommendations, and special talents. Most students receive an "aid package" consisting of scholarship, grant, loan, and campus employment. In many cases, the financial aid package offered to a student may reduce his out-of-pocket tuition payment to less than he would pay at a state college or university. It is a rare case where Eckerd College is unable to help a student develop financial plans adequate to enable him to attend.

Decisions regarding financial assistance can be made immediately upon admission to the college, and receipt of the necessary financial aid credentials: Financial Aid Form (FAF) of the College Scholarship Service or the Family Financial Statement (FFS) of the American Testing Service.

Any Florida student applying for financial aid from Eckerd College should complete and file an application for a Florida Student Assistance Grant. Application and information concerning the Florida grant program may be obtained from the high school guidance counselor or from the office of Financial Aid, Eckerd College.

Many of the sources of financial aid administered by Eckerd College are controlled by governmental agencies external to the college. Examples of programs of this type are Basic Educational Opportunity Grants (BEOG), Supplementary Educational Opportunity Grants (SEOG), Florida Student Assistance Grants (FSAG), National Direct Student Loans (NDSL), and the College Work Study Program (CWSP). These programs are likely to change during the effective period of this catalog. Therefore please write or contact the office of Financial Aid, Eckerd College, St. Petersburg, Florida 33733 for the most current information concerning these programs.

## **ECKERD COLLEGE SCHOLARSHIP PROGRAMS**

### **PRESIDENTIAL SCHOLARSHIPS**

The Thomas Presidential Scholarships are a recognition of outstanding merit without regard to financial need. Each year five Freshmen are selected to receive a \$2,500 scholarship, renewable each year for a total of \$10,000. Students in the top 20% of their high school class are encouraged to apply. Selection criteria for this award include academic achievement, creative talent and character. Application deadline is

March 1. A separate application is required and is available on request.

## **HONORS SCHOLARSHIPS**

The Eckerd College Honors Scholarships seek to recognize the forty most outstanding applicants for admission (Freshmen and transfers). Scholarship finalists will be selected from among all applicants for admission without regard to financial need. A student receiving an Honors Scholarship may receive up to \$2,000 renewable yearly. No separate application is required. However, for priority consideration students should apply for admission no later than April 1 and should include the following items in their application materials:

- a) letter of recommendation from a teacher emphasizing student's abilities and future promise;
- b) personal statement or autobiographical sketch describing interests, academic achievements, leadership qualities, and future goals;
- c) any additional materials which would best acquaint the selection committee with the student's promise;
- d) Financial Aid Form (F.A.F.) of the College Scholarship Service in Princeton, New Jersey.

## **ACHIEVEMENT SCHOLARSHIPS**

The Eckerd College Achievement Scholarships provide recognition and encouragement to students who have excelled in a particular area of endeavor. All students accepted for admission are eligible to compete for these scholarships. Awards will be made on the basis of outstanding talent or achievement in any of the following areas:

- a) achievement in math, science, English, social studies, behavioral sciences, foreign languages or any specific area of academic pursuit;
- b) special talent in the creative arts — music, theatre, art, writing, etc.;
- c) demonstrated leadership and service in student, community or church organizations;
- d) special talent in men's or women's athletic competition.

Achievement Scholarship winners may receive up to \$2,000 renewable yearly. No separate application is required but for priority consideration students should apply for admission prior to April 1 and submit the following:

- a) Financial Aid Form (F.A.F.);
- b) letter of recommendation from teacher, advisor or coach directly involved in student's achievement area;

- c) additional materials the student wishes to submit in support of his or her credentials.

## CHURCH AND CAMPUS SCHOLARSHIPS

The Eckerd College Church and Campus Scholarships are a recognition of merit for Presbyterian students who have been recommended by their pastor and possess traits of character, leadership and academic ability which in the pastor's opinion demonstrate the promise to become outstanding Christian citizens — either as a lay person or a minister. Students recommended by their pastor who become recipients of a Church and Campus Scholarship will receive a grant of \$2,400 to be used during the Freshman year or to be divided equally over four years. This award is not based on financial need. Scholarship winners may apply for supplemental financial aid. More scholarship details are available on request.

## JACK ECKERD SCHOLARSHIPS

This scholarship program has been established for employees and dependents of employees of the Jack Eckerd Corporation and of the Jack and Ruth Eckerd Foundation. Students who qualify and who are accepted for admission will receive a \$2,500 grant renewable each year. Students with demonstrated financial need may apply for supplemental financial aid.

## GRANT PROGRAMS

Grants are non-repayable awards made to students on the basis of specific criteria or skills within the limits of demonstrated financial need. Two important sources of grant funds are the federal government and state governments.

## BASIC EDUCATIONAL OPPORTUNITY GRANTS

These grants are awarded from federal funds and are designed to provide assistance to those who need to attend college. The maximum award under this program is \$1,600 minus the amount the student and the student's family are expected to contribute toward the cost of the student's education. This amount is called the family contribution. The actual grant, however, may be less than this maximum award, and is based on the family contribution and two other factors: the amount of federal funds actually available for the program; and the cost of education, since the grant cannot exceed one-half the cost. The amount of the grant decreases as the family contribution increases.

## SUPPLEMENTARY EDUCATIONAL OPPORTUNITY GRANTS

These grants are awarded from federal funds and administered by the college. They are limited to upperclass students with exceptionally great financial need. EOG funds must be matched by certain other funds, usually loans or College Work Study funds, to complete the student's total financial plan. EOG program guidelines are subject to modification. Consult the office of Financial Aid, Eckerd College, for the most recent information about these grants at the time of application.

## FLORIDA STUDENT ASSISTANCE GRANTS

The Florida Student Assistance Grants (FSAG) are awarded on the basis of demonstrated financial need to residents of Florida who attend college in the state. These grants may range up to a maximum of \$1,200, depending on the demonstrated need of the applicant and the availability of funds. Application is made through the submission of the FAF or FFS.

## ECKERD COLLEGE GRANTS

These grants are available to students who rank in the upper one-half of their graduating class and demonstrate financial need. Achievement in various curricular and co-curricular activities is considered. Special consideration is given to the sons and daughters of Presbyterian ministers or missionaries in recognition of the institution's Presbyterian heritage and relationships.

## LOAN PROGRAMS

Many families whose current income and savings are not sufficient to finance college expenditures borrow funds through low interest educational loans to supplement their financing plans.

## GUARANTEED STUDENT LOANS

Guaranteed student loans are available from local banks and lending agencies at rates of interest that cannot exceed seven percent annually. Depending on the availability of funds, students may borrow up to \$2,500 per year for educational expenses. If the adjusted family income is less than \$25,000, the federal government will pay the total interest while the student is enrolled full-time and during periods of authorized deferment. Repayment in monthly installments of not less than \$30 usually begins nine months after the student graduates or leaves college. It is important to note that under the present regulations financial need does not have to be demonstrated



in order to obtain a guaranteed student loan. Families interested in this program should contact their local banker for complete current information. The processing of guaranteed student loan applications usually requires six to eight weeks.

## NATIONAL DIRECT STUDENT LOANS

The National Direct Student Loan program is administered by the college from federal and college funds. To qualify for a NDSL, the student must apply to the college and demonstrate financial need. Since funds are limited, academic performance and personal qualifications are considered in awarding NDSL funds. The federal government pays all interest charges until the beginning of the repayment period which normally begins nine months after completion of formal study. Interest charges during the repayment period are only three percent per year on the unpaid balance.

## MONTHLY PAYMENT PROGRAMS

Monthly payments may be arranged by the family through one of four different companies. Contact the office of Financial Aid, Eckerd College for current information.

## INSTITUTIONAL LOANS

Eckerd College has limited loan funds available, usually for temporary emergency situations. For details, contact the Financial Aid office.

## OTHER SOURCES OF AID

### SOCIAL SECURITY BENEFITS

Benefits from social security are available to any student whose parent or parents receive social security or retirement benefits if the student is full-time, unmarried, and under 22 years of age. For further information regarding social security benefits, contact your local social security office.

### VETERANS' BENEFITS

Benefits are available to veterans who were honorably discharged from military service after January 31, 1955. Those with at least eighteen months of service may receive up to forty-five months of support. Veterans with less than eighteen months service may receive one and one-half months of assistance for every month of service. Disabled veterans and widows of veterans who died of service-connected injury or disease are also eligible for benefits.

## CHURCH, CIVIC, AND BUSINESS SCHOLARSHIPS

In many local communities there are scholarships provided each year by various church, civic and business organizations to children of members, citizens, and employees.

## EMPLOYMENT

The Financial Aid office assists students in finding part-time employment on campus. Preference is given to students who demonstrate financial need. Campus employment opportunities include work as a clerk or secretary, a food service employee, a custodian or maintenance worker, or a laboratory assistant. Information on off-campus jobs is available through the Career Services office.

## APPLICATION PROCEDURE FOR FINANCIAL AID

1. Entering students should follow the admission procedures described on page 92.
2. Submit either the Financial Aid form (College Scholarship Service) or the Family Financial Statement (American College Testing Program) and indicate that a copy of the analysis should be sent to Eckerd College. Copies of these statements may be obtained from the high school guidance office.

## SELECTION PROCEDURES

The Scholarship and Financial Aid Committee determines which applicants will receive scholarships or other awards from Eckerd College. The committee also determines the amount of aid which will be granted to those who are selected as recipients. The criteria used in selecting recipients include high school grades, class rank, entrance test scores, special aptitudes or skills, and degree of contribution to school and community life. The specific amount of awards generally is based on demonstrated financial need.

## RENEWAL CRITERIA

Financial aid to a student at Eckerd College is renewable on an annual basis. Each student receiving aid must maintain a minimum cumulative grade average of C (2.0) or better. A higher grade average is required for renewal of Presidential, Honors and Achievement Scholarships. To be considered for renewal of any award, students must submit an updated financial statement. The deadline for renewal applications is February 1.

# EXPENSES

Eckerd College is a private, non-tax-supported institution. Tuition and fees pay only a portion (approximately 65%) of the educational costs per student. Thanks to the support of donors, the balance of costs is paid from endowment income and gifts from individuals, the Presbyterian Churches, and various corporations.

The annual fees for full-time students for the 1978-79 academic year include two semesters and one short term (autumn term for Freshmen, winter term for upperclassmen).

	Resident	Commuter
Tuition .....	\$3,670 <sup>1</sup>	\$3,670
Room and Board .....	<u>1,470<sup>2</sup></u>	
Total .....	\$5,140	\$3,670

<sup>1</sup>The full-time tuition fees cover a maximum of ten (10) course registrations plus a short term during the academic year. Students registering for more than the maximum will be charged an additional tuition of \$410 per course.

<sup>2</sup>Students with home addresses outside the immediate vicinity of the college are requested to live on campus. Exceptions to the requirement may be made with the approval of the Dean of Residential Affairs. Since resident students are required to participate in the board plan, all resident students will be charged for both room and board.

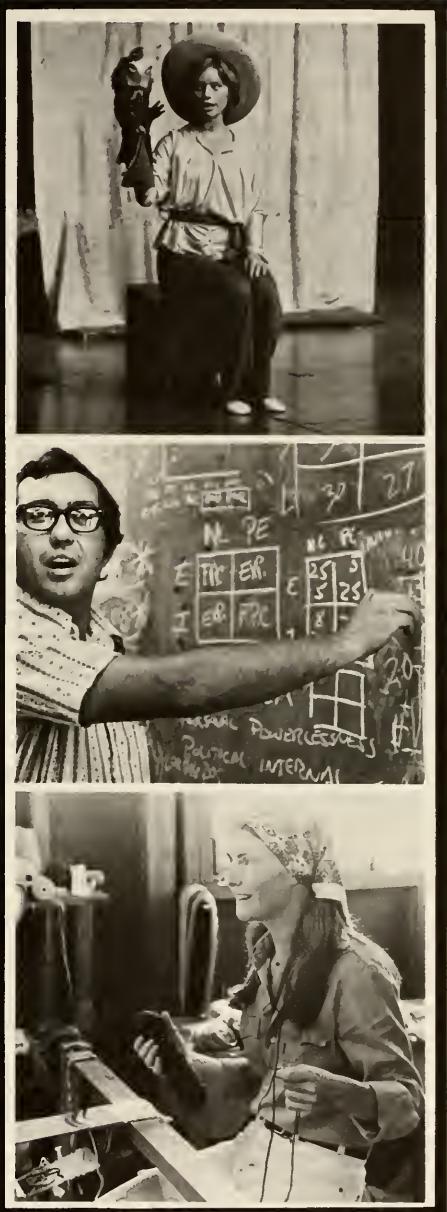
A Student Association Fee of \$65.00 per academic year is collected in addition to the above charges. Cost of books and supplies will be in the neighborhood of \$150 to \$175.

## Withdrawal Refunds

Students withdrawing within 25 days of the first class of any module for reasons approved by the college will receive tuition refunds for that module as follows:

Within 7 days .....	.75%
Within 15 days .....	.50%
Within 25 days .....	.25%
After 25 days .....	no refund

Room charges for resident students are not refundable. Unused portion of meal tickets will be refunded on a pro-rata basis.



# THE FACULTY OF ECKERD COLLEGE

## Faculty of the Collegium of Behavioral Science

**Tom Oberhofer**

*Chair, Behavioral Science Collegium  
Associate Professor of Economics  
B.S., Fordham University  
M.A., Ph.D., Rutgers University*

**Salvatore Capobianco**

*Assistant Professor of Psychology  
B.A., M.A., University of Kansas  
Ph.D., Rutgers University*

**Theodore M. Dembroski**

*Associate Professor of Psychology  
B.S., Ph.D., University of Houston*

**Peter K. Hammerschmidt**

*Assistant Professor of Economics  
B.S., M.S., Ph.D., Colorado State University*

**James R. Harley**

*Associate Professor of Physical Education  
Director of Athletics*

*B.S., Georgia Teachers College  
M.A., George Peabody College*

**James M. MacDougal**

*Associate Professor of Psychology  
B.S., Highlands University, New Mexico*

*M.A., Ph.D., Kansas State University*

**Anne A. Murphy**

*Associate Professor of American Political Behavior*

*B.A., College of Wooster*

*B.D., Yale Divinity School*

*Ph.D., University of North Carolina*

**Philip H. Siegel**

*Assistant Professor of Business Administration*

*B.A., Wilkes College*

*M.B.A., University of Cincinnati*

*C.P.A., University of Miami*

**Claud R. Sutcliffe**

*Associate Professor of Political Science*

*B.A., Pomona College*

*M.A., Ph.D., Princeton University*

**Robert B. Tebbs**

*Associate Professor of Management and Organizational Behavior*

*B.A., University of Colorado*

*M.A., Ph.D., University of Wyoming*

**Jack B. Williams**

*Associate Professor of Sociology*

*B.A., University of South Florida*

*M.A., Ph.D., Vanderbilt University*

**William E. Winston**

*Assistant Professor of Sociology*

*B.A., Central Washington State*

*M.A., Washington State University*

## Faculty of the Collegium of Comparative Cultures

**William H. Parsons**

*Chair, Collegium of Comparative Cultures  
Associate Professor of History and Russian Studies*

*A.B., Grinnell College*

*M.A., Harvard University*

*Ph.D., Indiana University*

**Dudley E. DeGroot**

*Professor of Anthropology*

*B.A., University of West Virginia*

*M.A., University of New Mexico*

*Ph.D., Ohio State University*

**Frank M. Figueroa**

*Professor of Spanish and Hispanic Area Studies*

*Associate Dean, International Students Programs and Admissions*

*B.S., Seton Hall University*

*M.A., Ed.D., Columbia University Teachers College*

**Henry E. Genz**

*Professor of French Language and Literature*

*A.B., Emory University*

*M.A., University of Wisconsin*

*Ph.D., Case Western Reserve University*

**E. Ashby Johnson**

*Professor of Philosophy and Religion*

*Director, Program for Experienced Learners*

*A.B., Presbyterian College, South Carolina*

*B.D., Th.M., Th.D., Union Theological Seminary, Virginia*

**Gilbert L. Johnston**

*Associate Professor of Religion*

*B.A., Cornell University*

*M.Div., Princeton Theological Seminary*

*Ph.D., Harvard University*

**Kenneth E. Keeton**

*Professor of German Language and Literature*

*A.B., Georgetown College*

*M.A., University of Kentucky*

*Ph.D., University of North Carolina*

**Mary C. Paidosh**

*Assistant Professor of German Area Studies*

*B.A., M.A., University of Minnesota*

**Pedro N. Trakas**

*Professor of Spanish*

*A.B., Wofford College*

*M.A., Universidad Nacional de Mexico*

*Ph.D., University of North Carolina*

*Litt.D., Wofford College*

## Faculty of the Collegium of Creative Arts

**Molly K. Ransbury**

*Chair, Creative Arts Collegium  
Associate Professor of Education*

*B.S., M.S., State University of New York*

*Ed.D., Indiana University*

**Richard R. Bredenberg**

*Professor of Education*

*Director of Teacher Education*

*A.B., Dartmouth College*

*B.D., S.T.M., Oberlin College*

*D.Min., Vanderbilt University*

*Ph.D., New York University*

**James G. Crane**

*Professor of Visual Arts*

*A.B., Albion College*

*M.A., State University of Iowa*

*M.F.A., Michigan State University*

**Don Cunningham**

*Assistant Professor of Theatre*

*B.A., Eckerd College*

*M.A., University of Minnesota*

**John K. Eckert**

*Assistant Professor of Art*

*B.A., Eckerd College*

*M.F.A., Cranbrook Academy of Art*

**Donald M. Fouse**

*Assistant Professor of Music*

*B.A., Ohio State University*

*M.A., Ph.D., University of North Carolina*

**Richard B. Mathews**

*Associate Professor of Literature*

*B.A., University of Florida,*

*University of Heidelberg*

*Ph.D., University of Virginia*

**J. Peter Meinke**

*Professor of Literature*

*A.B., Hamilton College*

*M.A., University of Michigan*

*Ph.D., University of Minnesota*

*Leave of Absence 1978-79*

**Margaret R. Rigg**

*Associate Professor of Visual Arts*

*A.B., Florida State University*

*M.A., Presbyterian School of Christian Education, Richmond*

**Frank R. Schorn**

*Assistant Professor of Education and Human Development*

*B.A., University of Bridgeport*

*M.A., Long Island University*

*Ed.D., University of Massachusetts*

**Arthur N. Skinner**

*Instructor of Visual Arts*

*B.A., Eckerd College*

*M.V.A., Georgia State University*

**Claire A. Stiles**

*Assistant Professor of Leisure and Recreation*

*Women's Athletics Coach*

*B.S., Rutgers University*

*M.A., Southwest Texas State University*

*University*

<b>M. Kirklin Stokes</b> <i>Assistant Professor of Psychology Director, Counseling Center B.A., Fairfield University M.A., Temple University Ph.D., University of South Carolina</i>	<b>Carolyn Johnston</b> <i>Assistant Professor of American Studies B.A., Samford University M.A., Ph.D., University of California</i>	<b>George W. Loquist</b> <i>Professor of Mathematics B.S., University of North Carolina M.S., Ph.D., Louisiana State University</i>
<b>William E. Waters</b> <i>Professor of Music A.B., University of North Carolina M.A., College of William and Mary</i>	<b>William F. McKee</b> <i>Professor of History B.A., College of Wooster M.A., Ph.D., University of Wisconsin</i>	<b>Billy H. Maddox</b> <i>Professor of Mathematics Director of Evaluation B.S., Troy State College M.Ed., University of Florida Ph.D., University of South Carolina</i>
<b>V. Sterling Watson</b> <i>Visiting Assistant Professor of Literature and Creative Writing B.A., Eckerd College M.A., University of Florida</i>	<b>James H. Matthews</b> <i>Associate Professor of Literature B.A., Seattle Pacific College M.A., Ph.D., Vanderbilt University</i>	<b>Robert C. Meacham</b> <i>Professor of Mathematics A.B., Southwestern at Memphis Sc.M., Ph.D., Brown University</i>
<b>J. Thomas West</b> <i>Professor of Psychology B.S., Davidson College M.A., University of North Carolina Ph.D., Vanderbilt University</i>	<b>Peter A. Pav</b> <i>Professor of Philosophy B.A., Knox College M.A., Ph.D., Indiana University</i>	<b>Richard W. Neithamer</b> <i>Professor of Chemistry B.S., Allegheny College Ph.D., Indiana University</i>
<b>Douglas R. Taylor</b> <i>Visiting Assistant Professor of Philosophy B.A., Ph.D., Florida State University</i>	<b>William C. Wilbur</b> <i>Professor of British and Modern European History A.B., Washington and Lee University Ph.D., Columbia University</i>	<b>George K. Reid</b> <i>Professor of Biology B.S., Presbyterian College, South Carolina M.S., Ph.D., University of Florida</i>
<b>Faculty of the Collegium of Letters</b>	<b>Faculty of the Collegium of Natural Sciences</b>	<b>Foundations Collegium Faculty</b>
<b>Felix Rackow</b> <i>Chair, Collegium of Letters Professor of Political Science, Pre-Law Adviser B.S., M.A., Ph.D., Cornell University</i>	<b>William B. Roess</b> <i>Chair, Collegium of Natural Sciences Professor of Biology B.S., Blackburn College Ph.D., Florida State University</i>	<b>Julienne H. Empric</b> <i>Foundations Collegium Chair, Letters Collegium</i>
<b>Alan W. Carlsten</b> <i>Professor of Religion and Speech B.S., University of Oklahoma M.Div., McCormick Theological Seminary</i>	<b>Wilbur F. Block</b> <i>Professor of Physics B.S., M.S., Ph.D., University of Florida</i>	<b>Wilbur F. Block</b> <i>Natural Sciences Collegium</i>
<b>Albert Howard Carter, III</b> <i>Associate Professor of Comparative Literature and Humanities A.B., University of Chicago M.A., M.A., Ph.D., University of Iowa</i>	<b>Harry W. Ellis</b> <i>Assistant Professor of Physics B.S., Ph.D., Georgia Institute of Technology</i>	<b>Patricia E. Bouwman</b> <i>Director, Learning Resources Center</i>
<b>J. Stanley Chesnut</b> <i>Professor of Humanities and Religion Associate Dean of Faculty B.A., University of Tulsa M.Div., McCormick Theological Seminary M.A., Ph.D., Yale University</i>	<b>John C. Ferguson</b> <i>Professor of Biology A.B., Duke University M.A., Ph.D., Cornell University</i>	<b>Richard R. Bredenberg</b> <i>Creative Arts Collegium</i>
<b>Julienne H. Empric</b> <i>Chair, Foundations Collegium Assistant Professor of Literature B.A., Nazareth College of Rochester M.A., York University Ph.D., University of Notre Dame</i>	<b>Wayne C. Guida</b> <i>Assistant Professor of Chemistry B.S., M.S., Ph.D., University of South Florida</i>	<b>Salvatore Capobianco</b> <i>Behavioral Science Collegium</i>
<b>Réjane P. Genz</b> <i>Professor of French Language and Literature A.B., Sillery College, Quebec City Licence ès lettres, Ph.D., Laval University</i>	<b>Reggie L. Hudson</b> <i>Assistant Professor of Chemistry B.A., Pfeiffer College Ph.D., University of Tennessee</i>	<b>Alan W. Carlsten</b> <i>Letters Collegium</i>
<b>Keith W. Irwin</b> <i>Professor of Philosophy A.B., Cornell College M.Div., Garrett Theological Seminary</i>	<b>Sheila D. Hanes</b> <i>Assistant Professor of Biology B.A., Baylor University M.S., University of Illinois Ph.D., Ohio University</i>	<b>A. Howard Carter</b> <i>Letters Collegium</i>
		<b>James G. Crane</b> <i>Creative Arts Collegium</i>
		<b>Dudley E. DeGroot</b> <i>Comparative Cultures Collegium</i>
		<b>Ronald S. Hert</b> <i>Director, Writing Skills Program</i>
		<b>Keith W. Irwin</b> <i>Letters Collegium</i>
		<b>Gilbert L. Johnston</b> <i>Comparative Cultures Collegium</i>
		<b>Sheila M. Johnston</b> <i>International Education</i>
		<b>Kenneth E. Keeton</b> <i>Comparative Cultures Collegium</i>
		<b>Anne A. Murphy</b> <i>Behavioral Science Collegium</i>
		<b>Richard W. Neithamer</b> <i>Natural Sciences Collegium</i>
		<b>George K. Reid</b> <i>Natural Sciences Collegium</i>
		<b>Jack B. Williams</b> <i>Behavioral Science Collegium</i>

# ADMINISTRATION

## LIBRARIANS

**David W. Henderson**

*Readers' Services Librarian,  
Assistant Professor*

A.M.L.S., Florida State University

**Joanne J. Lofquist**

*Technical Services Librarian,  
Assistant Professor*

S.M.L.S., University of North  
Carolina

**Cloyd H. McClung**

*Reference Librarian, Instructor*

A.M.L.S., Florida State University

## INTERCOLLEGiate ATHLETICS

**James R. Harley**

*Director of Athletics*

*Associate Professor of Physical  
Education*

B.S., Georgia Teachers College

M.A., George Peabody College

**John P. Mattoe**

*Head Baseball Coach*

*Assistant Professor*

*of Physical Education*

B.S., Castleton State College

M.S., College of St. Rose

M.A., University of South Florida

## EMERITUS

**Clark L. Allen**

*Professor Emeritus of Economics*

Ph.D., Duke University

**Burr C. Brundage**

*Professor Emeritus of History*

Ph.D., University of Chicago

**Tennyson P. Chang**

*Professor Emeritus of Asian Studies*

Ph.D., Georgetown University

**Irving G. Foster**

*Professor Emeritus of Physics*

Ph.D., University of Virginia

**Emil Kauder**

*Professor Emeritus of Economics*

Ph.D., University of Berlin

**Dudley E. South**

*Professor Emeritus of Mathematics*

Ph.D., University of Michigan

**Frances M. Whitaker**

*Registrar Emeritus*

M.A., Columbia University

**Frederic R. White**

*Professor Emeritus of Classics*

Ph.D., University of Michigan

**Daniel A. Zaret**

*Professor Emeritus of Russian*

Ph.D., University of Moscow

## OFFICE OF THE PRESIDENT

**Peter H. Armacost**

*President*

B.A., Denison University

Ph.D., University of Minnesota

**Clifford R. McKay, Ph.D.**

*Assistant to the President  
for Church Relations*

**Marjorie R. Ninceheler**

*Administrative Secretary*

## OFFICE OF THE PROVOST

**Richard Ray Hallin**

*Provost, Dean of Faculty*

B.A., Occidental College

B.A., M.A., Exeter College, Oxford  
University, England

Ph.D., Columbia University

## ACADEMIC STAFF

**Clark H. Bouwman, Ph.D.**

*Dean of Special Programs*

**J. Stanley Chesnut, Ph.D.**

*Associate Dean of Faculty*

**Sharon M. Covert, B.A.**

*Director, Career Services*

**David B. Cozad, M.Div., M.S.P.**

*Chaplain*

**Sarah K. Dean, M.A.**

*Director, Women's Studies*

**Frank M. Figueiroa, Ed.D.**

*Associate Dean, International*

*Student Programs and Admissions*

**Ofelia E. Garcia, M.A.**

*Director, Admissions*

**Ronald S. Hert, M.A.**

*Assistant Professor of Language Arts*

*Director, Writing Skills Program*

**E. Ashby Johnson, Th.D.**

*Director, Program for Experienced*

*Learners*

**Sheila M. Johnston, M.A.**

*Director, International Education*

*and Off-Campus Programs*

**Kathleen A. Leder, B.A.**

*Admissions Counselor*

**Burvin E. Pugh, Jr., B.S.**

*Admissions Counselor*

**Jan Gould Stroud, B.S.**

*Admissions Counselor*

**Ruth R. Trigg, B.A.**

*Registrar*

**Betty F. Watkins, B.A.**

*Director of Financial Aid*

## OFFICE OF STUDENT AFFAIRS

**Mark W. Smith, Ph.D.**

*Dean of Students*

**Alice B. Collier, M. Ed.**

*Associate Dean, Dormitory  
and Special Programming*

**William C. Covert, A. A.**

*Director, Waterfront Activities  
ARC Instructor*

**Barbara J. Ely, R. N.**

*Director, Nursing Services*

**Timothy Friedericks, M.D.**

*Director, Health Services*

**Paul A. Herman, Ph.D.**

*Dean of Residential Affairs*

**Mary Louise Jones, R.N.**

*Night Nurse*

**Sara L. Kistler, M.S.**

*Associate Dean, Housing*

**R. Barry McDowell, M.S.**

*Director, Student Activities  
and Recreation*

**Moses Stith, M. Div., M.S.W.**

*Coordinator, Afro-American  
Support Services*

**M. Kirklin Stokes, Ph.D.**

*Director, Counseling Center*

## OFFICE OF DEVELOPMENT AND COLLEGE RELATIONS

**Leonard A. Meyer, B.S.**

*Vice President for Development  
and College Relations*

**Keith E. Benton, B.A.**

*Director, Development Services*

**Christine B. Buhrman, M.M.**

*Director, Special Gifts*

**Gary M. Goelkel, B.A.**

*Director, Deferred Giving*

**Charles B. Hoffman, B.S.**

*Director, Alumni Relations*

**Betty Ray, B.A.**

*Director, Public Information*

## OFFICE OF BUSINESS AFFAIRS

**G. C. Gardner, M.B.A.**

*Vice President for Administration*

**Shirley D. Amedeo**

*Director of Personnel*

**Charles F. Gibbs, B.A.**

*Director, Purchasing and Store*

**Alan W. Bunch, B.A.**

*Controller*

**William A. Hofacker, B.S.**

*Directory, Physical Plant and Services*

**Leonard J. Walkoviak**

*Director, Data Services*

# BOARD OF TRUSTEES

**Mr. Jack M. Eckerd**  
Chairman  
**The Rev. Lacy R. Harwell**  
Vice Chairman  
**Mr. William R. Hough**  
Treasurer  
**Mr. Richard O. Jacobs**  
Secretary  
**Mrs. Marjorie R. Nincehelser**  
Assistant Secretary  
**Dr. Grady L. Anderson**  
Georgia State University  
Atlanta, Georgia  
**Mr. W. D. Bach**  
Pensacola, Florida  
**Mr. William M. Bateman**  
Hornblower & Weeks - Hemphill,  
Noyes, Inc.  
Palm Beach, Florida  
**Dr. Michael Bennett**  
St. Petersburg, Florida  
**Mr. Jack Bertoglio**  
Gold Crown, Inc.  
Miami, Florida  
**The Rev. Clem E. Bininger**  
First Presbyterian Church  
Fort Lauderdale, Florida  
**Mr. James Christison**  
Clearwater, Florida  
**Mr. Charles Creighton**  
Creighton's Restaurants  
Fort Lauderdale, Florida  
**The Rev. Thomas J. Cumming**  
Plantation United Presbyterian  
Church  
Plantation, Florida  
**The Rev. Robert P. Douglass**  
The Synod of Florida  
Presbyterian Church in the U.S.  
Orlando, Florida  
**Mr. Jack M. Eckerd**  
Clearwater, Florida  
**Mr. J. Colin English**  
Edinburgh Investment Corp.  
Tallahassee, Florida  
**Dr. Richard A. Essman**  
Bayfront Medical Center  
St. Petersburg, Florida  
**Mr. H. D. Frueauff, Jr.**  
Tool Engineering Service  
Tallahassee, Florida  
**The Rev. T. Robert Fulton**  
South Jacksonville Presbyterian  
Church  
Jacksonville, Florida  
**Mr. George H. Gage**  
General Telephone Company of  
Florida  
Tampa, Florida  
**The Rev. Howard Gordon**  
Riviera Presbyterian Church  
Miami, Florida  
**Mr. John Michael Garner**  
First State Bank in Miami  
Miami, Florida

**Mr. Willard A. Gortner**  
Smith Barney, Harris Upham  
and Co., Inc.  
St. Petersburg, Florida  
**Senator Ben Hill Griffin, Jr.**  
Ben Hill Griffin, Inc.  
Frostproof, Florida  
**The Rev. William V. Grosvenor**  
United Presbyterian Church  
of the Palms  
Sarasota, Florida  
**Dr. Sarah Louise Halmi**  
Clearwater, Florida  
**Mrs. Lorena C. Hannahs**  
Redington Beach, Florida  
**The Rev. Lacy R. Harwell**  
Maximo Presbyterian Church  
St. Petersburg, Florida  
**Mr. Andrew H. Hines, Jr.**  
Florida Power Corporation  
St. Petersburg, Florida  
**Mr. William R. Hough**  
William R. Hough & Co.  
St. Petersburg, Florida  
**Mr. Frank M. Hubbard**  
Hubbard Construction Co.  
Orlando, Florida  
**Mr. Richard O. Jacobs**  
Jacobs, Robbins & Gaynor, P.A.  
St. Petersburg, Florida  
**Dr. Franklyn A. Johnson**  
The Arthur Vining Davis Foundation  
Coral Gables, Florida  
**Mr. Stephen R. Kirby**  
St. Petersburg, Florida  
**Mr. Oscar R. Kreutz**  
Florida Federal Savings and Loan  
Assn.  
St. Petersburg, Florida  
**Mr. E. Colin Lindsey**  
Belk-Lindsey Stores, Inc.  
Tampa, Florida  
**The Rev. James W. Monroe**  
Presbytery of St. Johns  
Orlando, Florida  
**Mr. James W. Moore**  
Century First National Bank  
St. Petersburg, Florida  
**The Rev. Seth C. Morrow**  
First Presbyterian Church  
Delray Beach, Florida  
**Mr. Edward P. Nickinson, Jr.**  
John A. Merritt & Co.  
Pensacola, Florida  
**Mr. Howard W. Nix, Jr.**  
Landmark Union Trust Bank  
St. Petersburg, Florida  
**Mr. William F. O'Neill**  
St. Petersburg, Florida  
**The Rev. Arnold B. Poole**  
Pine Shores Presbyterian Church  
Sarasota, Florida  
**Mr. Douglas K. Porteous**  
North Palm Beach, Florida

**Dr. J. Crayton Pruitt**  
St. Petersburg, Florida  
**Mr. Arthur J. Ranson, III**  
Robertson, Williams, Duane &  
Lewis, P.A.  
Orlando, Florida  
**Dr. Joseph H. Reason**  
Tallahassee, Florida  
**Mr. Gerald S. Rehm**  
Jack and Ruth Eckerd Foundation  
Clearwater, Florida  
**The Rev. Bruce Robertson**  
First Presbyterian Church  
Tallahassee, Florida  
**Mr. George Ruppel**  
Modern Tool & Die Co. of  
Florida  
Pinellas Park, Florida  
**Dr. Frederick Russ**  
University of North Carolina  
Chapel Hill, North Carolina  
**Mr. Robert T. Sheen**  
Milton Roy Company  
St. Petersburg, Florida  
**Mrs. John W. Sterchi**  
Orlando, Florida  
**Mr. Stewart Turley**  
Jack Eckerd Corporation  
Clearwater, Florida  
**Mr. William W. Upham**  
The Upham Agency  
St. Petersburg Beach, Florida  
**Mrs. John P. Wallace**  
St. Petersburg, Florida



<b>The Rev. Harvard A. Anderson</b>	
Longwood, Florida	
<b>The Rev. Robert C. Asmuth</b>	
First Presbyterian Church	
Fort Myers, Florida	
<b>Dr. Gordon W. Blackwell</b>	
Greenville, South Carolina	
<b>Mr. Charles J. Bradshaw</b>	
Miami Shores, Florida	
<b>Mr. Cecil V. Butler</b>	
C.V. Butler Farms	
Havana, Florida	
<b>Mr. J. Leo Chapman</b>	
West Palm Beach, Florida	
<b>The Rev. Roy B. Connor, Jr.</b>	
Pompano Beach, Florida	
<b>The Rev. John B. Dickson</b>	
Clearwater, Florida	
<b>Mrs. J. Morton Douglas</b>	
Weirsdale, Florida	
<b>Mrs. Mildred Ferris</b>	
St. Petersburg Beach, Florida	
<b>Mr. J. Peter France</b>	
St. Petersburg, Florida	
<b>Mrs. Charles G. Gambrell</b>	
New York, New York	
<b>The Rev. Jack G. Hand</b>	
Neptune Beach, Florida	
<b>Dr. W. Monte Johnson</b>	
Lakeland, Florida	
<b>Dr. William H. Kadel</b>	
Sarver, Pennsylvania	
<b>Dr. Philip J. Lee</b>	
Seaboard Coastline Railroad	
Tampa, Florida	
<b>Mr. Elwyn L. Middleton</b>	
Palm Beach, Florida	
<b>Mr. Benjamin G. Parks</b>	
Naples, Florida	
<b>Mr. Harry M. Piper</b>	
Piper and Associates	
Seminole, Florida	
<b>Mrs. Woodbury Ransom</b>	
Chicago, Illinois	
<b>Dr. J. Wayne Reitz</b>	
Gainesville, Florida	
<b>The Rev. Richard L. Scoggins</b>	
Cornelia, Georgia	
<b>Mr. David L. Wilt</b>	
Wilt and Associates	
Arlington, Virginia	

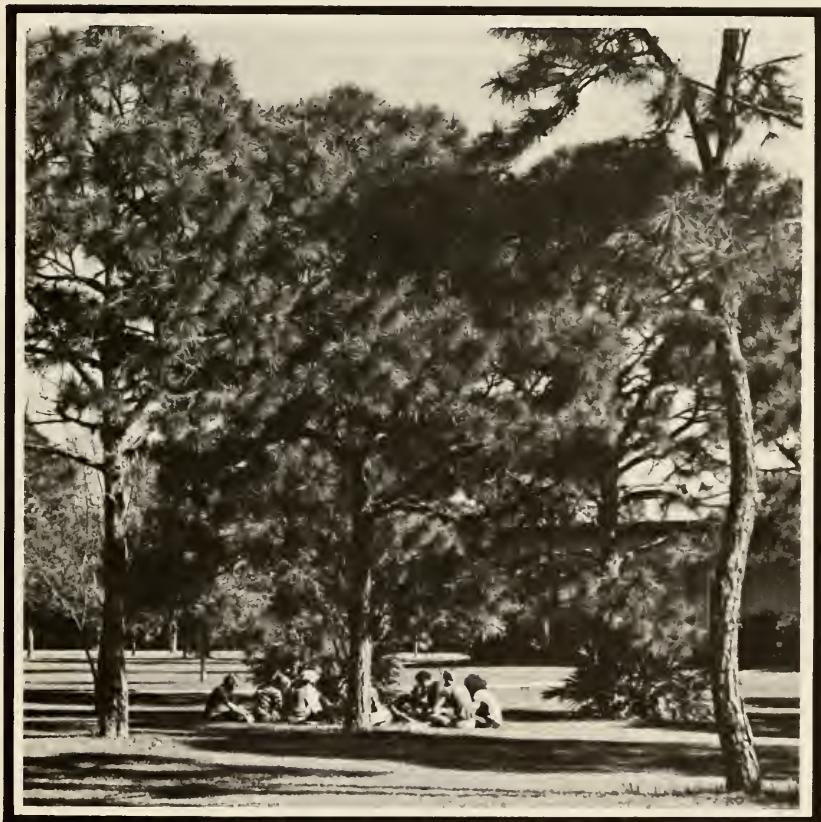
**INDEX**

Academic Calendar .....	6
Academic Credit .....	15
Academic Policies .....	13
Academic Program .....	5
Accreditation .....	1
Administration .....	100
Admission .....	92
Early Admission .....	92
Early Decision .....	92
Freshman .....	92
Transfer .....	93
Advanced Placement Program .....	93
Afro-American Society .....	91
Afro-American Supportive Services .....	91
American Studies .....	17
Anthropology .....	17
Area of Concentration/Major .....	14
Area Studies .....	19
Art .....	20
Athletics .....	90
Auditors .....	16
Autumn Term .....	6
Autumn Term Projects Descriptions .....	79
Behavioral Science, Collegium of .....	9
Biology .....	23
Board of Trustees .....	101
Business Administration .....	26, 50
Calendar, Academic .....	6
Calendar of Events, 1978-79 .....	106
Calendar, Modular .....	6
Campus Life .....	88
Career-Service Program .....	12
Chemistry .....	28
Classics .....	30
College Entrance Examinations .....	92
College Level Examination Program (CLEP) .....	93
Collegium Concept .....	8
Commitments of Eckerd College .....	2-4
Christian Values .....	3
Faculty to Students .....	3
General Education .....	3
Human Relationships .....	4
Individual Development .....	2
Integration of Liberal Arts and Career Preparation .....	3
Pace-Setting Institution .....	4
Comparative Cultures, Collegium of .....	9
Comparative Literature .....	30
Costs .....	97
Counseling Services .....	90
Course and Major Descriptions .....	17-87
Course Load .....	6
Course Numbers and Letters Explanation .....	16
Creative Arts, Collegium of .....	10
Creative Writing .....	31
Credit/No Credit Grading .....	15
Criminal Justice .....	13
Cultural Activities and Entertainment .....	89
Dance .....	76
Day Students .....	91
Degree Requirements .....	13
Demonstrated Proficiency .....	15

page	page		
<b>Directed Study</b> .....	<b>15</b>	<b>Twentieth Century European Fiction I, II</b> .....	<b>48</b>
<i>A History of Scientific Ideas</i> (Foster) .....	60	(iCarter) .....	48
<i>American Fiction: 1950 to Present I, II</i> (Carter) .....	47	<i>Twentieth Century Music</i> (Waters) .....	55
<i>American Minorities</i> (Williams) .....	72	<i>United States History</i> (McKee) .....	41
<i>Archaeology and the Bible</i> (Chesnut) .....	68	<i>Your Family in American History</i> (McKee) .....	39
<i>Beginning Japanese I, II</i> (Johnston) .....	45	<b>Dismissal, Academic</b> .....	<b>16</b>
<i>British Innovative Education</i> (Ransbury) .....	34	<b>Early Admissions</b> .....	92
<i>Calculus I, II</i> (Staff) .....	52	<b>Early Decision for Admission</b> .....	92
<i>Computer Algorithms and Programming</i> (Meacham) .....	52	<b>Earth Sciences</b> .....	35
<b>Education Experience:</b>		<i>East Asian Area Studies</i> .....	31
<i>Alternative School</i> (Ransbury) .....	34	<i>Economics</i> .....	31
<i>Electronics</i> (Block) .....	60	<i>Education</i> .....	33
<i>English Fantasy Literature</i> (Mathews) .....	47	<i>Employment on Campus</i> .....	96
<i>Financial Statement Audit</i> (Siegel) .....	27	<i>Engineering 3-2 Program</i> .....	10
<i>German Phonetics</i> Keeton) .....	38	<i>Entertainment and Cultural Activities</i> .....	89
<i>History of Economic Thought</i> (Oberhafer) .....	32	<i>Environmental Studies</i> .....	35
<i>History of London</i> (Wilbur) .....	41	<i>Evaluation</i> .....	15
<i>History of Modern Britain Since 1714</i> (Wilbur) .....	41	<i>Expenses</i> .....	97
<i>History of the British Empire-Commonwealth Since 1783</i> (Wilbur) .....	42	<i>Faculty and Administration</i> .....	98-100
<i>History of the English Language</i> (Paidosh) .....	75	<i>Fees</i> .....	97
<i>History of the Print</i> (Skinner) .....	22	<i>Financial Aid</i> .....	94
<i>Introduction to Sociology</i> (Williams) .....	70	<i>Grants</i> .....	95
<i>Introduction to the Old Testament</i> (Chesnut) .....	68	<i>Loans</i> .....	95
<i>Introduction to the New Testament</i> (Chesnut) .....	68	<i>Renewals</i> .....	96
<i>James Joyce, Irish Writer</i> (Matthews) .....	49	<i>Scholarships</i> .....	94
<i>Japanese Cultural History</i> (Johnston) .....	41	<i>Selection Procedures</i> .....	96
<i>Life and Works of Franz Kafka</i> (Keeton) .....	38	<i>Social Security Benefits</i> .....	96
<i>Literature and the Process of Self-Discovery</i> (Matthews) .....	47	<i>Veterans' Benefits</i> .....	96
<i>Logic and Language</i> (Pav) .....	56	<i>Foundations Collegium</i> .....	9
<i>Management Group Process Practicum</i> (Tebbs) .....	56	<i>French/French Area Studies</i> .....	36
<i>Modern Astronomy</i> (Foster) .....	60	<i>Geography</i> .....	37
<i>Modes of Philosophizing</i> (Irwin) .....	56	<i>German/Germanic Area Studies</i> .....	37
<i>Personnel Management</i> (Tebbs) .....	50	<i>Grades</i> .....	15
<i>Programmed Elementary German</i> (Keeton) .....	38	<i>Grants</i> .....	95
<i>Religion in America</i> (Carlsten) .....	66	<i>Greek</i> .....	30
<i>Shakespeare: the Forms of his Art</i> (Empric) .....	47	<i>Health Services</i> .....	90
<i>Swedish I, II, III</i> (Carlsten) .....	74	<i>Hebrew</i> .....	38
<i>Systems Audit</i> (Siegel) .....	27	<i>Hispanic Area Studies</i> .....	72
<i>The Artistry of Federico Garcia Lorca I, II</i> (Trakas) .....	74	<i>History</i> .....	39
<i>The Endless Journey: an Introduction to Anthropology I, II</i> (DeGroot) .....	17	<i>Honors at Graduation</i> .....	16
<i>The Family</i> (Williams) .....	71	<i>Humanities</i> .....	45
<i>The Futures of Man: Worlds of Science Fiction</i> (Foster) .....	60	<i>Human Resources</i> .....	43
<i>The Industrial Revolution in America</i> (McKee) .....	42	<i>Independent Study</i> .....	15
<i>The Life and Teachings of Jesus</i> (Chesnut) .....	68	<i>International Education</i> .....	15
<i>The Progressive Movement</i> (McKee) .....	42	<i>International Students</i> .....	91
<i>The Universe</i> (Foster) .....	60	<i>Japanese</i> .....	45
<i>The World of Life</i> (Foster) .....	60	<i>Latin</i> .....	30

page	page		
<b>Modes of Learning Courses</b>	<b>7</b>	<b>Religious Studies/Religious Education Requirements</b>	<b>66</b>
<i>Beginning Spanish I</i> (Trakas) .....	72	Degree .....	13
<i>College Algebra</i> (Staff) .....	51	Major/Area of Concentration .....	14
<i>Comprehensive Musicianship I: for Non-Majors</i> (Staff) .....	54	Modes of Learning .....	7
<i>Computer Algorithms and Programming</i> (Staff) .....	52	Residency .....	97
<i>Drawing Fundamentals</i> (Rigg, Skinner) .....	20	Scholarship .....	16
<i>Early Childhood Education I</i> (Schorn) .....	33	Transfer Students .....	92
<i>Elementary French I</i> (Genz) .....	36	Values Sequence .....	7
<i>Elementary Russian I</i> (Staff) .....	69	World View .....	14
<i>Environments of Learning</i> (Bredenberg) .....	33	Writing Competency .....	13
<i>Finite Mathematics</i> (Staff) .....	52	<b>Residency Requirement</b> .....	97
<i>German Conversation through Film I</i> (Keeton) .....	37	<b>Resident Advisor Training Course</b> .....	69
<i>Global History</i> (Parsons) .....	39	<b>Room and Board</b> .....	97
<i>Introduction to Chemistry</i> (Neithamer) .....	28	<b>Russian Studies</b> .....	69
<i>Introduction to Psychology</i> (Dembroski, MacDougal) .....	63	<i>St. Petersburg, the City</i> .....	88
<i>Introduction to Sociology</i> (Williams) .....	70	<i>Scholarship Requirements</i> .....	16
<i>Leisure Services in Community Organization</i> (Staff) .....	45	<i>Scholarships</i> .....	94
<i>Literary Studies</i> (Mathews) .....	46	<i>Semester Abroad</i> .....	11
<i>Literary Studies</i> (Staff) .....	46	<i>Social Security Benefits</i> .....	96
<i>Literary Studies: Comparative</i> (Carter) .....	46	<i>Sociology</i> .....	70
<i>Logic and Language</i> (Pav) .....	56	<i>Spanish/Hispanic Area Studies</i> .....	72
<i>Modes of Philosophizing</i> (Irwin) .....	56	<i>Speech</i> .....	74
<i>Movement as a Mode of Learning</i> (Staff) .....	76	<i>Student Activities</i> .....	89
<i>Problems of American Civilization</i> (McKee) .....	39	<i>Student Government</i> .....	89
<i>Revolutions in the Modern World</i> (Parsons) .....	39	<i>Student Life</i> .....	88
<i>The American Community</i> (Winston) .....	70	<i>Student Publications</i> .....	89
<i>The Living Theatre</i> (Staff) .....	76	<i>Summer Term</i> .....	12
<i>The Nature of History: World War II</i> (Wilbur) .....	39	<i>Swedish</i> .....	74
<i>The Study of Religion</i> (Carlsten, Chesnut) .....	66	<i>Teacher Education</i> .....	33
<i>Trigonometry</i> .....	52	<i>Teaching English as A Second Language (TESL)</i> .....	74
<i>Understanding the Bible</i> (Chesnut) .....	66	<i>Theatre</i> .....	76
<i>Visual Problem Solving I</i> (Crane) .....	20	<i>Transcripts</i> .....	15
<i>Requirement</i> .....	14	<i>Transfer Admission</i> .....	92
<b>Modular Calendar</b> .....	<b>6</b>	<i>Transfer of Credit</i> .....	92
<b>Music</b> .....	<b>53</b>	<i>Transfer Student Requirements</i> .....	14
<b>Natural Sciences, Collegium of</b> .....	<b>10</b>	<i>Tuition and Fees</i> .....	97
<b>Off-Campus Programs</b> .....	<b>12</b>	<i>Values Sequence</i> .....	7
<b>Off-Campus Winter Term Projects</b> .....	<b>86</b>	<i>Values Sequence Colloquia</i> .....	
<b>Organizations and Clubs</b> .....	<b>89</b>	<i>American Myths</i> (McKee) .....	43
<b>Philosophy</b> .....	<b>56</b>	<i>Business and Society</i> (Siegel) .....	28
<b>Physical Education</b> .....	<b>57</b>	<i>Culture from the Inside Out</i> (DeGroot) .....	19
<b>Physics</b> .....	<b>59</b>	<i>Ecology, Evolution and Natural Resources</i> (Reid, Hanes) .....	26
<b>Political Science</b> .....	<b>61</b>	<i>Ethical Issues and the Helping Professions</i> (Cozad) .....	44
<b>Pre-Professional Programs</b> .....	<b>10</b>	<i>Fantasy, Science Fiction and Human Values</i> (Mathews) .....	50
<b>Probation, Academic</b> .....	<b>16</b>	<i>Human Nature and Human Values</i> (Foster) .....	61
<b>Program for Experienced Learners</b> .....	<b>12</b>	<i>Inquiry and Human Nature</i> (Staff) .....	78
<b>Psychology</b> .....	<b>63</b>	<i>Issues in Education</i> (Ransbury) .....	35
<b>Public Safety Administration</b> .....	<b>13</b>	<i>Justice, Law and Community</i> (Rackow, Staff) .....	63
<b>Refunds</b> .....	<b>97</b>	<i>London Colloquium</i> (Resident Director) .....	20
<b>Registration</b> .....	<b>16</b>	<i>Management Theory and Practice</i> (Tebbs) .....	51
<b>Religious Life</b> .....	<b>90</b>	<i>One World</i> (Parsons) .....	43
		<i>Science, Technology and Human Values</i> (Pav) .....	57
		<i>Secularism and Personal Values</i> (Johnston) .....	68

	page		page
<i>Social Policy</i> (Winston) .....	72	<i>Visual Arts</i> .....	20
<i>Social Psychology</i> (Dembroski) .....	66	<i>Waterfront Program</i> .....	90
<i>The Art Experience</i> (Rigg) .....	23	<i>Winter Term</i> .....	7
<i>The Oceans and Man</i> (Ferguson) .....	26	<i>Winter Term Projects Descriptions</i>	
<i>The Uses of Theatre</i> (Staff) .....	78	<i>On-Campus</i> .....	81
<i>Values and the Search for Spirit</i> (Staff) .....	78	<i>Off-Campus</i> .....	86
<i>Values in Modern British and American Poetry</i> (Staff) .....	50	<i>Withdrawal Grades</i> .....	15
<i>Western Civilization</i> (Matthews, Pav, Wilbur) .....	43	<i>World View Requirement</i> .....	14
<i>Woman as Metaphor: Investigating our Literary Heritage</i> (Empric) .....	50	<i>Writing Center</i> .....	11
<i>Values Sequence Requirement</i> .....	7	<i>Writing Competency Requirement</i> .....	13
<i>Veterans' Benefits</i> .....	96	<i>Writing Skills</i> .....	78
		<i>Native Students</i> .....	78
		<i>Non-Native Students</i> .....	78
		<i>Writing Workshop</i> .....	31



## CALENDAR OF EVENTS 1978-79

Fri., Aug. 18	Freshmen arrive and register before 3:00 p.m.
Sat., Aug. 19	Autumn term begins at 8:00 a.m.
Thu., Sept. 7	Residence houses open at noon for new students for fall semester
Fri., Sept. 8	Orientation for new students
Sat., Sept. 9	Autumn Term Celebration. End of autumn term. Residence houses open to returning upperclass students at noon.
Mon., Sept. 11	Registration and financial clearance for fall semester, all students
Tue., Sept. 12	Fall semester and module 1 begin at 8:00 a.m.
Wed., Sept. 13	Opening Celebration
Mon., Sept. 18	End of drop/add period for module 1 courses
Thu., Sept. 21	End of drop/add period for fall semester courses
Fri., Sept. 29	Winter term registration
Fri., Oct. 27	Module 1 ends at 4:30 p.m.
Fri.-Sat., Oct. 27-28	Meeting of Board of Trustees
Mon., Oct. 30	Module 2 begins at 8:00 a.m. New student registration/orientation for module 2
Fri., Nov. 3	End of drop/add period for module 2 courses
Mon.-Wed., Nov. 13-15	Preregistration for spring semester, all students
Thu.-Fri., Nov. 23-24	Thanksgiving holiday; no classes
Wed., Dec. 20	Fall semester and module 2 end at 4:30 p.m.
Thu., Dec. 21	Christmas recess begins. Residence houses close at noon
Tue., Jan. 2	Residence houses reopen at noon. New student registration/orientation for winter term
Wed., Jan. 3	Winter term begins at 8:00 a.m. All projects meet
Thu., Jan. 4	Last day to enter winter term; end of drop/add period
Wed., Jan. 31	Winter term ends at 4:30 p.m.
Thu.-Fri., Feb. 1-2	First comprehensive examination period
Fri., Feb. 2	New students arrive. Orientation for new students
Mon., Feb. 5	Returning students arrive. Registration and financial clearance for spring semester, all students
Tue., Feb. 6	Spring semester and module 3 begin at 8:00 a.m.
Mon., Feb. 12	End of drop/add period for module 3 courses
Thu., Feb. 15	End of drop/add period for spring semester courses
Fri., Mar. 23	Module 3 ends at 4:30 p.m.
Sat., Mar. 24	Spring recess begins. Residence houses close at noon
Sun., April 1	Residence houses reopen at noon
Mon., April 2	Module 4 begins at 8:00 a.m. New students registration/orientation for module 4
Tue.-Wed., April 3-4	Second comprehensive examination period
Fri., April 6	End of drop/add period for module 4 courses
Fri., April 13	Good Friday; no classes
Thu., April 26	Mentor conferences and contracts for 1979-80
Thu.-Mon. April 26-30	Preregistration for fall semester 1979-80
Wed., May 23	Spring semester and module 4 end at 4:30 p.m.
Sun., May 27	Baccalaureate-Commencement
Mon., May 28	Residence houses close at noon
June 11-August 3	Summer term
June 11-July 6	Module A
July 9-August 3	Module B



## ECKERD COLLEGE

FOUNDED AS  
FLORIDA PRESBYTERIAN COLLEGE

N

BOCA CIEGA BAY

Avenue of States  
10  
29  
15  
FRENCHMAN'S CREEK

## campus visit

Only from a campus visit can you judge if the school and your expectations "fit."

Plan to take a campus tour, sit in on a class, visit with our professors and students, and take time to see the area.

Also, try to visit when classes are in session. Check the academic calendar before planning your visit. We ask only one thing of you: Give us some advance notice of your arrival — a few days is fine. Call us or drop us a line — the Admissions staff will be happy to work with you.

The Admissions office is open from 8:30 a.m. to 5:00 p.m. on weekdays; from 9:00 a.m. to noon on Saturday; summer hours are weekdays 8:30 a.m. to 5:00 p.m.

For best results, please direct all correspondence prior to your acceptance to the Director of Admissions.

### THE CAMPUS

1. Upham Administration Building
2. Ben Hill Griffin Chapel
3. Lewis House
4. Physical Plant
5. Frances and Bryan McArthur Physical Education Center
6. Psychology Laboratory
7. F. Page Seibert Humanities Building
8. Forrer Language Center
9. Robert T. Sheen Science Center  
Chemistry & Physics  
Science Auditorium  
Biology
10. Dendy-McNair Auditorium
11. William Luther Cobb Library
12. R.W. and Helen Roberts Music Center
13. Christiana and Woodbury Ransom Visual Arts Center
14. Binner Center for Performing Arts
15. Boat House
16. Edmundson Hall
17. Brown Hall
18. Lindsey Hall
19. Fox Hall
20. Webb Health Center
21. Student Cafeteria
22. Alpha Residence Cluster
23. Beta Residence Cluster
24. Gamma Residence Cluster
25. Delta Residence Cluster
26. Epsilon Residence Cluster
27. Zeta Residence Cluster
28. Kappa Residence Cluster
29. Tennis Court
30. Gate House



#### EQUAL OPPORTUNITY NOTICE

It is the policy of Eckerd College not to discriminate on the basis of sex, race or ethnic origin in the institution's educational programs, activities, admissions or employment practices.

Inquiries regarding compliance with either Title IX of the 1972 education amendment or other non-discriminatory codes should be directed to:

Dr. Richard Hallin  
Provost, Eckerd College  
34th St. & 54th Avenue South  
St. Petersburg, FL 33733

or to: Director of the Office for Civil Rights  
U.S. Department of  
Health, Education and Welfare  
Washington, D.C.

(813) 867-1166



ECKERD COLLEGE

ST. PETERSBURG, FLORIDA 33733